

ASHEBORO CITY BOARD OF EDUCATION

September 10, 2020

7:30 p.m.

**Asheboro City Schools
Professional Development Center**

5:30 p.m. – Ribbon Cutting Ceremony – Asheboro High School

6:30 p.m. – Policy Committee Meeting

6:45 p.m. – Finance Committee Meeting

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance
- *D. Approval of Agenda

II. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

III. Special Recognitions

- A. Points of Pride - Ms. Leigh Anna Marbert, Public Information Officer

IV. *Consent Agenda

- A. Approval of Minutes – August 13, 2020
- B. Policies Recommended for Approval:
 - 4040/7310 – Staff-Student Relations
 - 4210 – Release of Students From School
 - 4230 – Communicable Diseases – Students
 - 4240/7312 – Child Abuse and Related Threats to Child Safety
 - 4325 – Drugs and Alcohol
 - 6325 – Parking Areas for Students
 - 7240 – Drug-Free and Alcohol-Free Workplace
 - 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
 - 7500 – Workday and Overtime
 - 7503 – Remote Working
 - 7510 – Leave
 - 7540 – Voluntary Shared Leave
 - 7620 – Payroll Deductions
 - 7900 - Resignation
- C. Personnel
- D. Charter Bus Companies Recommended for Use in 2020-2021

V. *Action Items

- A. Continuous Improvement Plans (Videos):
 - Early Childhood Development Center
 - Asheboro High School
 - North Asheboro Middle School
 - South Asheboro Middle School
 - Donna Lee Loflin Elementary School
 - Guy B. Teachey Elementary School

- Lindley Park Elementary School
 - Balfour Elementary School
 - C.W. McCrary Elementary School
- B. School Re-Opening Discussion – Dr. Aaron Woody, Superintendent

VI. Superintendent's Report – Dr. Aaron Woody, Superintendent

- A. 10-Day Enrollment and Class Size Reports

VII. Board Operations – Ms. Gidget Kidd, Chairman

- A. Calendar of Events

VIII. Adjournment

*Item(s) requires action/approval by the Board of Education

Asheboro City Schools' Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

ASHEBORO CITY BOARD OF EDUCATION

September 10, 2020

7:30 p.m.

Asheboro City Schools

Professional Development Center

Addendum

5:30 p.m. – Ribbon Cutting Ceremony – Asheboro High School

6:30 p.m. – Policy Committee Meeting

6:45 p.m. – Finance Committee Meeting

- I. Opening**
- II. Public Comments**
- III. Special Recognitions**
- IV. *Consent Agenda**
C. Personnel – (Addendum Added)
- V. *Action Items**
- VI. Superintendent's Report**
- VII. Board Operations**
- VIII. Adjournment**

*Item(s) requires action/approval by the Board of Education

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Points of Pride **Sept. 10, 2020**

Asheboro City Schools Annual Convocation Event

On Friday, August 14, Asheboro City Schools held the 2020-2021 Convocation to kick-off the school year. Due to the ongoing COVID-19 pandemic, this year's event was presented in a video format that was sent to all ACS staff. Guest speakers included 2020-2021 ACS Teacher of the Year, Mr. Steve Watson from McCrary Elementary School, and the 2019-2020 ACS Apple of Excellence First-Year Teacher, Mr. Tucker Smith. Both did an incredible job speaking about their experiences and providing encouragement for this school year.

Welcome New ACS Teachers

We are excited to welcome new teachers to the Asheboro City Schools family.

- Cody Bennett North Asheboro Middle School
- Julie Kearns Asheboro High School
- Darian Kennedy Donna Lee Loflin Elementary School
- Holly Boucher Balfour Elementary School
- Keichelle Joyce Guy B. Teachey Elementary School
- Kira Settle Asheboro High School
- Jacob Hollifield North Asheboro Middle School
- Haley Garner Donna Lee Loflin Elementary School
- Nick Goard Asheboro High School
- Jorge Martinez South Asheboro Middle School

ACS Remote Learning Kicks Off 2020-2021 School Year

Asheboro City Schools opened its virtual doors on Monday, August 17 in remote learning fashion, kicking off the 2020-2021 school year. While this school year looks different, our faculty and staff are more committed than ever to ensuring each student finds success. We look forward to the time when we can safely meet with students face-to-face for in-person instruction.

Ribbon Cutting Ceremony at Asheboro High School Addition

We're excited to host a special ribbon cutting ceremony on Thursday, September 10 at the new addition at Asheboro High School. The event celebrates the completion of the project and an opportunity to share the new building with several local dignitaries who were vital to making it happen. We wish to express our sincere thanks to the Randolph County Commissioners for making our dream a reality!

**Asheboro City Schools
Board of Education Meeting
South Asheboro Middle School Media Center
August 13, 2020**

Finance Committee

Finance Committee Members present:

Gidget Kidd, ex-officio	Baxter Hammer, Chair	Gus Agudelo
Linda Cranford	Ryan Patton	Gwen Williams

Other Board Members present:

Art Martinez	Michael Smith
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Staff Members present:

Dr. Aaron Woody	Sandra Spivey	Dr. Wendy Rich
Carla Freemyer	Anthony Woodyard	Donna Gentry
Lee Clark		

Mr. Hammer called the meeting to order at 6:45 p.m. and referred to Ms. Spivey.

Ms. Spivey reviewed the information included in the Consent Agenda.

- The 2020-2021 School Fees have been adjusted to be more consistent across grade levels.
- The Facility Rental Fees have been adjusted to reflect additional cleaning requirements in response to COVID-19.
- The 2020-2021 School Treasurers list includes one new treasurer at North Asheboro Middle School.
- The 2020-2021 Pay Dates are similar to last school year.
- The Bank Signature Card is to add the new principal and treasurer at North Asheboro Middle School to the North Asheboro Middle School funds account.
- The Use of Yellow Buses for Meal Delivery will allow Asheboro City Schools to continue to deliver meals via yellow buses. State funds designated for School Nutrition will cover the cost of using yellow buses for meal delivery.
- Two Memorandum of Understandings (MOUs) are included in the Addendum under the Consent Agenda. These MOUs are to establish partnerships with the Boys & Girls Club and the YMCA during remote learning. Asheboro City Schools will partner with these groups to provide supervised instruction time on remote learning days to the students who are in attendance at the Boys & Girls Club and the YMCA.

Ms. Spivey discussed the Budget Resolution included as an Action Item on the Agenda for tonight's meeting. The State has not passed a formal budget but has passed a couple of mini-budget bills. Changes included in the mini-budget bills are a step increase for certified staff, a \$350 bonus for all certified staff to be paid in October, a step increase for assistant principals, principal salaries are held harmless for growth data and prior year bonuses and retirement rate have increased from 19.70% to 21.68%. Included in the budget for 2020-2021 is a \$350 local bonus for all other permanent staff not included in the state

bonus for certified staff. This local bonus will be in lieu of the one-time half percent bonus that was given last year in December.

Ms. Spivey gave a brief update on Phase I – Asheboro High School Renovation and Addition. The new addition is substantially complete. We are processing the final payments to the general contractor and Smith Sinnett Architecture. Any remaining funds in the project must be spent by the end of September. There is approximately \$150,000.00 remaining before any sales tax refunds. These funds will be used to begin the roof replacement that was scheduled to occur in Phase III of the renovation at Asheboro High School. The roof on the main building at the high school needs to be replaced as soon as possible. There are several leaks and a heavy rain could create additional damage. Due to the emergency state of the roof, we will proceed with a single quote from Thompson Roofing and not bid out this expense. The quote to replace the roof is \$175,000.00. Thompson Roofing is a vendor we have used many times for roof replacements. They can begin work next week and have the roof replaced by the end of September. We will also include in the bid documents for Phase III that the integrity of the new roof must be maintained.

Ms. Spivey gave a brief update on Phase III. The bid for the lease of the mobile units is set for bid opening on August 18th. The site work will be bid in October. We will need funds to begin the site work after the bid opening. Dr. Aaron Woody, Superintendent, will present to the County Commissioners at their September 8th meeting. He will be presenting an update on the Phase III schedule and a request for the funds needed between October 2020 and March 2021. We are working with Smith Sinnett Architecture to prepare this information.

There being no further business, Mr. Hammer adjourned the meeting at 7:25 p.m.

Board of Education Meeting

Board Members attending in person:

Gidget Kidd, Chair	Gustavo Agudelo	Linda Cranford
Baxter Hammer	Dr. Beth Knott	Art Martinez
Michael Smith	Ryan Patton	Gwen Williams
Scott Eggleston, Board Attorney		

Board Members absent:

Phillip Cheek, Vice Chair	Archie Priest, Jr.
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Staff Members attending in person:

Dr. Aaron Woody	Dr. Wendy Rich	Carla Freemyer
Sandra Spivey	Anthony Woodyard	Donna Gentry
Lee Clark		

Staff Members attending virtually:

Jordi Roman	Ray Horton	Ed Keller
Deanna Wiles	Sarah Beth Robbins	

Opening

Chairman Kidd called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Kidd

opened the meeting with a moment of silence, followed by the Pledge of Allegiance.

Upon motion by Mr. Hammer and seconded by Ms. Williams, the Board unanimously approved the meeting agenda.

Public Comments: There were no requests to address the board.

Consent Agenda

Upon motion by Mr. Hammer and seconded by Mr. Agudelo, the Board unanimously approved the following items under the Consent Agenda as presented:

A. Approval of Minutes – July 9, 2020 and August 3, 2020

B. *Policies Recommended for Approval

- Policy 1310/4002 – Parental Involvement
- Policy 3102 – Online Instruction
- Policy 3300 – School Calendar and Time For Learning
- Policy 3405 – Students At Risk of Academic Failure
- Policy 3420 – Student Promotion and Accountability
- Policy 3470/4305 – Alternative Learning Programs
- Policy 3610 – Counseling Program
- Policy 3620 – Extracurricular Activities and Student Organizations
- Policy 4110 – Immunization and Health Requirements for School Admission
- Policy 4120 – Domicile or Residence Requirements
- Policy 4270/6145 – Concussion and Head Injury

C. Personnel

I. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Jessica	LP	1st Grade	9/18/2020
Carter	Christian	AHS	Instructional Assistant/Online Facilitator	8/7/2020
Gordon	Mark	CO	Bus Driver	8/5/2020
Kidd	Matthew	NAMS	Agricultural Education	9/21/2020
Lovell	Stephanie	ECDC	Instructional Assistant	8/7/2020
Smith	Michael	AHS	Mathematics	8/6/2020*
Ahmed	Ragda	AHS	Testing Coordinator	7/31/2020
Wright	Charles	AHS	Custodian	8/14/2020

II. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Martinez	Jorge	SAMS	7th grade Social Studies	8/17/2020
Tinnin	Jessica	AHS	Instructional Assistant/LTIP	8/11/2020
Weary	Amber	AHS	CTE Remote Learning Specialist (part-time)	8/17/2020
Black	Kimberly	DLL	Mathematics (part-time)	9/01/2020
Marley	Melvin	AHS	Instructional Assistant/EC	8/10/2020
Sabogal	Jafeth	DLL	Instructional Assistant	8/10/2020

III. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Robles	Omayra	BAL/DLL to SAMS	ESL to Spanish	8/12/2020
Cagel	Lynn	NAMS to BAL/NAMS	Instructional Assistant	10/8/2020

D * 2020-2021 School Fees

E. * 2020-2021 Beginning Teacher Support Plan

F. * Facility Rental Fees

G. * 2020-2021 School Treasurers

H. * 2020-2021 Pay Dates

I. * Bank Signature Card – North Asheboro Middle School

J. * Use of Yellow Buses for Meal Delivery

*A copy is made a part of these minutes.

K. *Memorandum of Understanding between Asheboro City Schools and Boys and Girls Clubs of Greater High Point.

L. *Memorandum of Understanding between Asheboro City Schools and Randolph/Asheboro YMCA.

*A copy is made a part of these minutes.

Action Items

A. * 2020-2021 Budget – Ms. Sandra Spivey, Finance Officer, presented the 2020-2021 Budget. Upon motion by Dr. Knott, seconded by Ms. Williams, the Board unanimously approved the budget as presented.

*A copy is made a part of these minutes.

Information, Reports and Recommendations

A. Policies Recommended for 30-Day Review were presented by Dr. Aaron Woody, Superintendent.

- 4040/7310 – Staff-Student Relations
- 4210 – Release of Students From School
- 4230 – Communicable Diseases – Students
- 4240/7312 – Child Abuse and Related Threats to Child Safety
- 4325 – Drugs and Alcohol
- 6325 – Parking Areas for Students
- 7240 – Drug-Free and Alcohol-Free Workplace
- 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
- 7500 – Workday and Overtime
- 7503 – Remote Working
- 7510 – Leave
- 7540 – Voluntary Shared Leave
- 7620 – Payroll Deductions
- 7900 - Resignation

B. Summer Jumpstart Program – A Summer Jumpstart Program update was provided by Ms. Deanna Wiles, K-12 Curriculum Specialist.

C. Facilities Update – Mr. Ed Keller, Maintenance Director, provided an update on facilities.

Superintendent's Report

- Plan C – Remote Learning: All staff returned to school on August 10. Due to COVID-19 all student learning will be held virtually for the first five weeks of school (through September 18). A determination will be made prior to that date regarding the continuum plans.

- A virtual convocation presentation will be sent to all employees and board members tomorrow.

Board Operations

Chairman Kidd reviewed the calendar of upcoming events noting the next Board of Education meeting will be held on September 10, 2020.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, the Board, upon motion by Ms. Cranford and seconded by Mr. Patton, unanimously approved to enter into closed session to discuss the Superintendent's Annual Evaluation at 8:20 p.m.

Open Session

The Board returned to Open Session at 9:36 p.m.

Upon motion by Mr. Hammer and seconded by Mr. Patton, the Board unanimously approved to extend Superintendent Aaron Woody's contract for one year.

Adjournment

There being no further business and upon motion by Dr. Knott, seconded by Mr. Agudelo, the Board unanimously approved to adjourn at 9:40 p.m.

Chairman

Secretary

Policies For Approval

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors and school safety officers, and volunteers, but do not include student employees or student volunteers.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting or entering into a romantic relationship or having sexual contact with any student enrolled in the school district regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32.

B. RESTRICTIONS OF ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.

3. Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:
 - a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur;
 - b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
 - c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
 - d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
5. Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
 - a. the content, frequency, subject, and timing of the communication(s);

- b. whether the communication(s) was appropriate to the student's age and maturity level;
- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy;
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this section may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

4. Report to State Superintendent of Public Instruction

Any administrator, including the superintendent, a deputy/associate/assistant superintendent, a personnel administrator, or a principal, who knows or has reason to believe that a licensed employee has engaged in conduct which involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction within five working days of any disciplinary action, dismissal, or resignation based on the conduct. For purposes of this subsection, physical abuse is the infliction of physical injury other than by accidental means or in self-defense, and sexual abuse is the commission of any sexual act upon a child or causing a child to commit a sexual act, regardless of consent and the age of the child. Failure to report such conduct may result in the suspension or revocation of an administrator's license by the State Board of Education.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse and Related Threats to Child Safety, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-23.32, -202.4; 115C-47(18); 16 N.C.A.C. 6C.0312, .0601, .0602; State Board of Education Policies EVAL-014, LICN-007, NCAC-039

Cross References: Governing Principal - Removal of Barriers (policy 1700), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: December 11, 2008, March 11, 2016, September 14, 2017, February 8, 2018, May 14, 2020

The safety of students is a paramount concern of the board and school district. The principal or principal's designee shall make reasonable efforts to verify that any person appearing at a school and requesting permission to take a student from the school is properly identified before the student is released to him or her.

Except in the most extreme circumstances, custody of a student will not be relinquished to any person without the prior approval of the parent or guardian who has physical custody of the student. However, if the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise.

If the principal or designee judges that the student's health or safety may be harmed by releasing the student, the principal shall contact law enforcement and/or the department of social services as appropriate.

Schools are encouraged to develop guidelines as necessary to implement this policy.

Legal References: G.S. 115C-36, -47, -288

Cross References: Child Abuse and Related Threats to Child Safety (policy 4240/7312), Relationships with Other Governmental Agencies (policy 5100)

Adopted: April 9, 1998 to become effective July 1, 1998

Administrative Procedure: None

Revised: March 12, 2009, November 9, 2017

The board strives to provide a safe and orderly environment for all students and employees. The board also strives to maintain a balance between the need to educate all eligible students, to protect students' and employees' rights, and to control communicable diseases.

Under certain circumstances, students with communicable diseases may pose a threat to the health and safety of students and staff. Decisions regarding the educational status of students with communicable diseases will be made on a case-by-case basis in accordance with this policy. Nothing in this policy is intended to grant or confer any school attendance or education rights beyond those existing by law. This policy shall be shared with school staff annually and with new employees as part of any initial orientation.

A. DEFINITIONS

A "communicable disease" is defined as an illness due to an infectious agent (usually a virus or bacterium), or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

A "communicable condition" exists if a person is infected with a communicable agent but does not have symptoms.

A "reportable disease or condition" is defined as a communicable disease or condition declared to be dangerous to the public health and required by the N.C. Department of Health and Human Services to be reported after the disease or condition is reasonably suspected to exist.

B. PRECAUTIONS

In order to prevent the spread of communicable diseases, guidelines for necessary health and safety precautions will be distributed by the administration and will be followed by all school district employees. (See board policy 7260, Occupational Exposure to Bloodborne Pathogens and board policy 7262, Communicable Diseases - Employees). Employees are also required to follow the school system's bloodborne pathogens exposure control plan that contains universal precautions and specific work practice controls relating to the handling, disposal and cleanup of blood and other potentially infectious materials.

Students should not be involved in the handling, disposal and cleanup of potentially infectious materials unless the student has been specifically trained in the handling of

such materials and is qualified to perform first aid services. Faculty should take reasonable precautions to avoid allowing students to come in contact with these substances.

C. CURRICULUM

The school district will include health, hygiene, and safety education ~~in its curriculum,~~ including age-appropriate information concerning safe health practices that ~~will~~ inhibit and prevent the spread of communicable diseases, ~~including HIV and AIDS.~~ (See policy 3540, Comprehensive Health Education Program.)

D. REPORTING, ~~AND~~ NOTICE, AND CONFIDENTIALITY REQUIREMENTS

1. Principal's Report to Health Department and Superintendent

In accordance with G.S. 130A-136, school principals ~~will~~ shall report suspected cases of reportable diseases and conditions to the county health. Such reports must be made in a manner consistent with the school systems Family Educational Rights and Privacy Act (FERPA) obligations. Confidentiality of such reports is protected by law. School principals are immune from liability under state law for making such reports in good faith.

Without releasing any information that would identify the student in violation of FERPA, the principal also must report suspected cases of reportable diseases or conditions to the superintendent.

2. Privacy and Confidentiality of Affected Persons

- a. The local health director is responsible or determining whether and which school personnel will be informed of the identity of students with communicable diseases or conditions required to be reported.
- b. Any employee who is informed or becomes aware of ~~the~~ a student's communicable disease or condition, whether reportable or not, shall respect and maintain that student's right of privacy and the confidentiality of his or her records and may not share that information in a manner that violates FERPA.
- c. In addition, if the student has a disease or condition that is required to be

reported to the local health director, employees who are informed of or become aware of the student's status may not share that information with anyone, including other school personnel, unless specifically permitted to do so by the health director, by written consent of the student's parents or legal guardian or by other applicable state or federal laws or regulations.

- d. Any documents relating to a student's reportable disease or condition, including HIV infection ~~and~~ or AIDS, ~~infection~~ shall be retained in a strictly confidential manner, such as in a locked cabinet and shall be released or shared only as necessary to comply with this policy.
- e. Employees who are informed of the student's reportable disease or condition will be provided appropriate information concerning necessary precautions and made aware of the strict confidentiality requirements. The release of confidential information or records relating to a student's reportable disease or condition, except as permitted by law, is a misdemeanor and may subject the employee to discipline up to and including dismissal.

3. Employee Reports of Communicable Diseases

In order to address the needs of the student within the school environment, school employees are required to notify the principal if they have reason to believe that any student is suffering from a communicable disease. Parents will be encouraged to notify the principal as well.

4. Notice Relating to Students Who are Immunodeficient

Students who are immunodeficient face an increased risk of severe complications from exposure to communicable diseases that appear in the school setting. Students and their parents or are encouraged to inform the principal if a student suffers from immunodeficiency.

If notified that a student suffers from an immunodeficiency, the principal should request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize risk to the student. Whenever possible, the principal of a school should notify the parents or guardians of an infected or immunodeficient student (or the student him/herself, where appropriate) about

the presence of chicken pox, influenza, meningococcus, measles or tuberculosis or other contagious disease occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an alternative educational program setting.

5. Notification to Parent/Guardian of Exposure to Infectious Agent

Parents or guardians will be notified in a timely manner when their child has potentially been exposed to an infectious agent, such as an instance of blood-to-blood contact, and will be encouraged to contact their private physician or the county health department for consultation.

E. EDUCATION/SCHOOL ATTENDANCE FOR STUDENTS WITH AIDS/HIV INFECTION OR HEPATITIS B INFECTION

Students with AIDS and HIV infection or hepatitis B infection will be permitted to attend school without special restrictions except in accordance with 15A N.C.A.C. 19A.020~~23~~, and this subsection.

1. Appointment of an Interdisciplinary Committee

When the local health director notifies the superintendent that a student with AIDS, ~~or~~ HIV infection, or hepatitis B infection may pose a significant risk for transmission, the superintendent, in consultation with the local health director, will appoint an interdisciplinary committee in accordance with state health regulations and procedures established by the superintendent. The committee shall consult with the local health director regarding the risk of transmission and advise the superintendent regarding the placement of the student. The committee will include appropriate school system personnel, medical personnel and the student's parent or guardian and may include legal counsel. The parent may request additional participants as necessary to appropriately evaluate the risk. The health director shall be responsible for determining whether to add additional members that may be requested by the parents. The superintendent is also to inform the board of education whenever a committee has been formed and will advise the board of the professional composition of the committee.

2. Determination of Educational Placement

The interdisciplinary committee shall review each case individually in consultation with the local health director to determine (1) the degree to which the student's conduct or presence in school exposes others to possible transmission or other harm and (2) what risk the school environment may pose to the infected student. If the local health director concludes that a significant risk of transmission exists in the student's current placement, the committee must determine whether an appropriate adjustment can be made to the student's school program to eliminate this risk. If that is not possible, the student shall be provided instruction in an appropriate alternative educational setting which incorporates protective measures required by the local health director.

3. Referral for Special Education Services as Appropriate

If the administrative or instructional personnel on the committee determine that the student has limited strength, vitality or alertness due to a chronic or acute health problem that adversely affects the student's educational performance, they must refer the student for possible identification and placement as a student with special needs.

4. Confidentiality

All deliberations of the interdisciplinary committee will be kept strictly confidential and shared only as allowed by law. Any student records related to the deliberations of the committee will be retained in a strictly confidential manner, such as in a locked cabinet separate from the student's other school records and medical records.

F. EDUCATION/SCHOOL ATTENDANCE FOR STUDENTS WITH COMMUNICABLE DISEASES OTHER THAN AIDS OF HIV OR HEPATITIS B INFECTION

In some circumstances, students with communicable diseases or conditions may pose a threat to the health and safety of other students and school employees. In other cases, students may have only mild illness and be able to attend school and participate in all activities. Accordingly, decisions regarding the educational status of students with signs and symptoms of communicable disease will be made on a case-by-case basis with input from the students' health care provider, public health specialists, and the school nurse.

A student with an acute or chronic communicable disease who remains in school shall observe any protective procedures or other control measures recommended by the

student's physician, the school nurse, or other relevant medical authority.

Students with a chronic communicable disease may be referred for special education services or a Section 504 plan of accommodation, as consistent with law.

G. OTHER CONTROL MEASURES

School personnel shall implement measures to control the spread of communicable disease as directed by the state or local health department. In the case of emerging illnesses not addressed by state or local health department rules or guidance, school personnel shall implement control measures recommended by the CDC unless directed otherwise by the school nurse or other relevant medical authority.

Decisions regarding school closures shall be made in accordance with policy 5050, Emergency Closings.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 C.F.R. pt. 99; G.S. 115C-36, 130A-25, -136, -142 to 145, -152 to -157; 10A N.C.A.C. 41A, subchapter A

Cross References: Comprehensive Health Education Program (policy 3540), Emergency Closing (policy 5050), Occupational Exposure to Bloodborne Pathogens (policy 7260); Communicable Diseases – Employees (policy 7262)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: September 12, 2002, May 14, 2015

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: **4240/7312**

The board is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education. When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and the Department of Health and Human Services, Division of Child Development and Early Education.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board of education supports all employees who in good faith make a report under North Carolina's mandated reporting laws.

A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

1. a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual contact with a child);
2. an offense that inflicts serious bodily injury or serious physical injury upon the child by nonaccidental means;

3. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
4. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).

A “child care facility” includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child’s care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

D. COOPERATION WITH STATE AND LOCAL AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.

3. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
4. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
5. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
6. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
7. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

E. SHARING INFORMATION WITH OTHER AGENCIES

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

F. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for

reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

The superintendent shall develop any necessary procedures for making a report pursuant to this policy, for sharing information with designated agencies, and for cooperating with agency investigations.

In addition to the requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct which involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0312; State Board of Education Policies LICN-007 and NCAC-039

Cross References: Professional and Staff Development (policy 1610/7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700)

Adopted:

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated. The superintendent or designee is responsible for ensuring that this policy is consistently applied throughout the school system.

This policy applies to students while on school property or at a school-sponsored event or activity (whether on or off school property) and at any other time or place where the conduct is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

A. DEFINITIONS

For the purpose of the Code of Student Conduct the following definitions apply:

- 1) **Possess:** having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book-bag, or desk, or on a student's person.
- 2) **Use:** the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
- 3) **Under the influence:** the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
- 4) **Sell:** the exchange of a prohibited substance for money, property, or any other benefit or item of value.
- 5) **Distribute:** to give, share, or pass a prohibited substance.
- 6) **Possess with intent to distribute/sell:** intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.

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- 7) **Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
 - 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

B. PROHIBITED BEHAVIOR

1. Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances:
 - a. narcotic drugs;
 - b. hallucinogenic drugs;
 - c. amphetamines;
 - d. barbiturates;
 - e. marijuana;
 - f. synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2");
 - g. any other controlled substance;
 - h. any alcoholic beverage, malt beverage, fortified or unfortified wine or other intoxicating liquor;
 - i. any chemicals, substances or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior; or
 - j. any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under state or federal law.
2. Students also are prohibited from possessing, using, selling, delivering, or manufacturing counterfeit (fake) drugs.
3. Students are also prohibited from possessing, distributing or displaying any tobacco or drug paraphernalia including, but not limited to:
 - a. pipes;
 - b. rolling papers;

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- c. roach clips;
 - d. vape liquid containers (i.e. cartridges, bottles, JUULS);
 - e. vaporizing devices, including vape pens;
 - f. syringes; or
 - g. any other delivery devices for prohibited substances.
- 4. Students are prohibited from possessing, using, selling, delivering, or sharing prescription or over-the-counter drugs, except in accordance with policy 6125, Administering Medicines to Students. A student who possesses or uses a prescription or over-the-counter drug in accordance with policy 6125 does not violate this policy.
 - 5. A student is not in violation of this policy for being under the influence of a prohibited substance following its proper use as a medication lawfully prescribed for the student by a licensed health care practitioner.
 - 6. Students may not participate in any way in the selling or delivering of prohibited substances, regardless of whether the sale or delivery ultimately occurs on school property.
 - 7. The principal may authorize lawful uses of substances otherwise prohibited by this policy for legitimate curriculum-related purposes, such as for the use of matches or lighters in approved chemistry or other school projects.

C. CONSEQUENCES

As required by board policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who has used or possessed a controlled substance in violation of law while on school property.

The disciplinary consequences for violations of this policy will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5 and art. 5B; 115C-47, -276, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicine to Students (policy 6125)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: May 25, 1999, May 11, 2000, September 9, 2004, October 13, 2011, October 10, 2019, February 13, 2020

Principals may assign individual student parking spaces or designate parking areas for students. Whenever individual spaces are designated or assigned, first priority will be given to individuals with physical disabilities. Students who need transportation in order to participate in school-related internships or off-site learning opportunities will have priority for parking spaces over other students. Pursuant to G.S. 115C-46, principals may provide for the registration of vehicles and may remove cars parked in violations of school rules.

Parking on school grounds is a privilege, and not a right. Parking privileges may be revoked as a consequence for violating parking rules or for violating student behavior policies, board policies, school standards or school rules as provided in policy 4302, School Plan for Management of Student Behavior. School officials retain authority to conduct routine patrols of student parking lots and inspections of the exteriors of student motor vehicles on school property for any reason without notice or consent. Student cars parked on school property may be searched in accordance with board policy 4342, Student Searches.

Legal References: G.S. 115C-46

Cross References: School Plan for Management of Student Behavior (policy 4302), Student Searches (policy 4342)

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: December 10, 2015

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board that a drug-free and alcohol-free workplace must be maintained.

A. PROHIBITED ACTIVITIES

The board prohibits employees from possessing, using, selling, delivering, manufacturing, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, alcohol, stimulants, synthetic cannabinoids, counterfeit substance, or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04 , and 21 C.F.R. 1308.11 through 1308.15 at any time this policy is applicable. Employees are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of a substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at any time this policy is applicable, regardless of whether it constitutes a controlled substance under state or federal law. Employees must not, at any time this policy is applicable, be impaired by the use of substances intended to induce exhilaration or euphoria or alter mood or behavior or be impaired by the excessive use of prescription or nonprescription drugs. This policy is not violated by an individual's possession of or proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

B. APPLICABILITY

This policy governs each employee before, during, and after school hours while the employee is on any property owned or leased by the board of education; at any time during which the employee is acting in the course and scope of his or her employment with the board; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

Independent contractors, volunteers, and visitors are subject to all requirements of this policy while on school property or at a school-sponsored event.

C. REASONABLE SUSPICION TO SEARCH

An employee may be subjected to a search of his or her person or belongings or school property under the employee's control if there is reasonable suspicion that the employee

has violated this policy. An employee also may be required to submit to a drug or alcohol test when there is reasonable suspicion of drug or alcohol use by the employee in violation of this policy. Reasonable suspicion shall be based on specific, contemporaneous observations concerning the physical, behavioral, speech, and/or performance indicators of drug or alcohol use. The observations must be made by a supervisor or other school system official with training or experience in such indicators.

All drug and alcohol testing will be done with procedures that ensure the confidentiality and privacy interests of the employee and in accordance with law. Employees who refuse to submit to a search or a test to detect alcohol or drug use after reasonable suspicion is established may be suspended immediately pending consideration of a decision to terminate employment.

In addition, any employee, volunteer, or independent contractor who operates a commercial motor vehicle or performs other safety-sensitive functions in the course of duties for the board may be subject to drug and alcohol testing in accordance with policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators.

The board will cover the cost of any required employee testing.

D. DUTY TO REPORT

An employee must notify his or her supervisor and the executive director of human resources in writing of any arrest, charge, or conviction under any criminal drug statute. (See also policy 7300, Staff Responsibilities.) Notification must be given no later than the next scheduled business day after such arrest, charge or conviction unless the employee is hospitalized or incarcerated, in which case the employee must report the alleged violation within 24 hours after his or her release. The notification must be given before the employee reports to work. Within 10 days of receiving notice of a criminal drug statute conviction for a violation occurring in the workplace by an employee whose position is funded in any part by a federal grant, the executive director of human resources or designee shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution.

E. CONSEQUENCES

Violation of this policy will subject an individual to disciplinary action by the board that could result in non-renewal or termination of employment with the school system or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board or federal, state or local health, law enforcement, or other appropriate agency. Information concerning available counseling, rehabilitation, and re-entry programs will be provided to employees. Any

illegal drug activity will be reported to law enforcement authorities.

All employees shall receive a copy of this policy.

Legal References: 21 U.S.C. 812; 41 U.S.C. 8101 et seq.; 21 C.F.R. 1300.01-.04 and 1308.11 -15; G.S. 20-138.2B; 90-89 to -94; 115C-36; O'Connor v. Ortega, 480 U.S. 709 (1987)

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: May 11, 2000, September 11, 2008, January 12, 2012, February 12, 2015, February 8, 2018, August 16, 2018, March 12, 2020

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

The purpose of this policy is to help ensure safe operation of school vehicles and to comply with federal law and regulations by establishing a comprehensive program of drug and alcohol testing for school bus drivers and all other commercial motor vehicle operators employed by the board of education.

A. APPLICABILITY

This policy applies to any driver, which for purposes of this policy is defined as any employee, volunteer or independent contractor whose duties for the board of education require a commercial driver's license under federal law. This includes anyone who regularly or intermittently drives a school bus, activity bus, a vehicle designed to transport 16 or more people (including the driver), or any other vehicle that meets the definition of commercial motor vehicle under 49 C.F.R. 382-107. Employees who operate vehicles for inspection, service, or maintenance purposes are included in this definition.

B. PROHIBITED ACTS

No driver may:

1. operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver's body, in violation of G.S. 20-138.2B;
2. use alcohol while performing safety-sensitive functions;
3. perform safety-sensitive functions within four hours after using alcohol;
4. use alcohol within eight hours following an accident while operating a commercial motor vehicle or until undergoing a post-accident alcohol test, whichever occurs first;
5. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any Schedule I drug or substance; or
6. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other federal schedules of controlled substances, unless such use

is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

Safety-sensitive functions include, but are not limited to, inspecting, servicing, or conditioning any commercial motor vehicle; operating any commercial motor vehicle; participating in or supervising the loading or unloading of a commercial motor vehicle; and repairing, obtaining assistance for, or remaining in attendance upon a disabled vehicle.

In addition, drivers and anyone who supervises drivers, will not commit any act prohibited by federal law, including the federal regulation entitled "Controlled Substance and Alcohol Use Testing" (49 C.F.R. pt. 382, hereinafter referred to as Part 382 or by board policy 7240, Drug-Free and Alcohol-Free Workplace.

C. TESTING

The administration will carry out pre-employment, post-accident, random, reasonable suspicion, return-to-duty and follow-up testing for drugs and alcohol as required by Part 382.

Federal regulations prohibit a driver who is tested under the provisions of this section and found to have an alcohol concentration of at least .02 from performing safety-sensitive functions for at least 24 hours following administration of the test. Drivers who are tested under the provisions of this section and found to have any alcohol in their system are subject to additional discipline under this policy, including dismissal.

D. EMPLOYEE AND APPLICANT INQUIRES

All employees subject to this policy, all employees who would become subject to this policy by virtue of a change or expansion of duties, and all applicants who would be subject to this policy if employed by the board must consent in writing to the release of any information gathered pursuant to Part 382 by any previous employers and must give written or electronic consent to any query by school officials of the federal Commercial Driver's License Drug and Alcohol Clearinghouse ("Clearinghouse").

1. Pre-Employment Inquiry

Before employing any applicant subject to this policy, school officials shall obtain, pursuant to written consent, all records maintained by the applicant's previous employer regarding violations of Part 382 in the three years prior to the inquiry date. School officials shall also conduct a query of the Clearinghouse, pursuant to the applicant's electronic consent submitted through the Clearinghouse, to obtain any information regarding the applicant's violations of Part 382.

If school officials obtain information from the applicant's previous employer or from the Clearinghouse that the applicant committed a violation of Part 382 and has not subsequently completed the return-to-duty process required under federal law, the applicant may be disqualified from employment

2. Training and Education

School officials shall conduct a limited query of the Clearinghouse at least once per year for each employee subject to this policy, pursuant to the employee's written or electronic consent, to determine whether information exists about the employee regarding violations of Part 382. If information exists about the employee, school officials shall obtain the information in the Clearinghouse within 24 hours of conducting the limited query, subject to the employee's electronic consent submitted through the Clearinghouse.

E. TRAINING AND EDUCATION

Each driver and supervisory employee, including principals and assistant principals, must be provided with educational materials that inform the employees of drug testing procedures, prohibited acts, consequences and other aspects of Part 382, this policy and any accompanying administrative procedures. The information also will identify a school district employee who is responsible for providing information on substance abuse. Each employee must sign a statement certifying his or her receipt of these materials.

Each supervisor responsible for overseeing the performance of drivers, including principals and assistant principals, must undergo at least one hour of training concerning alcohol misuse and an additional hour of training concerning drug abuse.

F. REFERRALS

Each driver who violates acts prohibited by Part 382 or G.S. 20-138.2B, other than provisions governing pre-employment testing, will be provided with information

concerning resources available for evaluating and resolving drug or alcohol misuse. This information will include names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

G. CONSEQUENCES

Employees who have committed a prohibited act, refused any test required by this policy; or otherwise violated this policy, G.S. 20-138.2B or Part 382, will be subject to disciplinary action, up to and including dismissal.

Any employee who has committed a violation of Part 382 will not be allowed to perform any safety-sensitive functions until the employee has completed the return-to-duty process, including an evaluation by a substance abuse professional, completion of any appropriate treatment designated by the substance abuse professional, and achievement of a negative return-to-duty test. Moreover, if the employee's violation of Part 382 has been reported to the Clearinghouse, the employee may not resume safety-sensitive functions until a query of the Clearinghouse demonstrates that the employee completed the return-to-duty process.

H. PROCEDURES

All procedures for collection and testing provided in the Federal Highway Administration's "Procedures for Transportation Workplace Drug Testing Programs" (49 C.F.R. pt. 40) and all requirements in Part 382, including testing, reporting, record retention, training and confidentiality, will be followed. Copies of these federal regulations will be readily available. The superintendent shall develop any other procedures necessary to carry out these regulations.

Legal References: 49 U.S.C. 31306; 49 C.F.R. pts. 40, 382; G.S. 20-138.2B

Cross References: Drug-Free and Alcohol-Free Workplace (policy 7240)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: May 11, 2000, January 21, 2016, June 8, 2017, February 13, 2020

A. WORK SCHEDULES

The length of the school day for licensed and professional staff will be a minimum of eight hours and will continue until professional responsibilities to the student, school, and school district are completed. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extracurricular activities, professional development, tutoring, assisting students with assignments, and providing extra help may require hours beyond the stated minimum. Work schedules for other employees will be defined by the superintendent or designee, consistent with the Fair Labor Standards Act and the provisions of this policy.

B. WORKWEEK DEFINED

Working hours for all employees not exempted under the Fair Labor Standards Act (FLSA), including instructional assistants, secretarial, cafeteria, janitorial and maintenance personnel, will conform to federal and state regulations. The superintendent shall ensure that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors will make every effort to avoid circumstances which require non-exempt employees to work more than 40 hours each week. Employees not exempted under the Fair Labor Standards Act may be granted compensatory time off in lieu of overtime pay for time worked in excess of 40 hours in any workweek. For purposes of Fair Labor Standards Act compliance, the workweek for school district employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. A copy of the Fair Labor Standards Act and any administrative procedures established by the superintendent will be available to employees in the human resources office.

C. OVERTIME AND COMPENSATORY TIME

The board of education discourages overtime work by non-exempt employees. A non-exempt employee may not work overtime without the express prior approval of his or her supervisor. All overtime work must be approved by the superintendent or designee. All supervisory personnel shall monitor overtime use on a monthly basis and report such use to the superintendent or designee. Principals and supervisors shall monitor employees' work, shall ensure that overtime provisions of this policy and the FLSA are followed, and shall ensure that all employees are compensated for any overtime worked. Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete timesheets of actual hours worked during the workweek must be signed by each employee and submitted to their supervisor. The finance officer shall review work records of employees on a regular basis to make an assessment of overtime use.

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime worked, if such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is authorized by the immediate supervisor. Employees must be allowed to use compensatory time within a reasonable period after requesting such use (see policy 7510, Leave). Once an employee reaches a comp-time balance of 40 hours, their supervisor must meet with the finance officer to develop a plan to reduce the comp-time balance. Employees may accrue a maximum of 240 compensatory time hours before they must be provided overtime pay at the appropriate rate. In addition, upon leaving the school system, an employee must be paid for any unused compensatory time at the rate of not less than the higher of (1) the average regular rate received by the employee during his or her last three years of employment or (2) the final regular rate received by the employee.

Non-exempt employees whose workweek is less than 40 hours will be paid at the regular rate of pay for time worked up to 40 hours. Such employees will be provided overtime pay or compensatory time as provided above for working more than 40 hours in a workweek.

Employees will be provided a copy of this policy and will be required to sign this policy to acknowledge their understanding of overtime and compensatory time provisions. Such signed policy will constitute the agreement required in this section.

D. ATTENDANCE EXPECTATIONS

All employees are expected to be present during all working hours. It is expected that all employees will notify their immediate supervisor on days when they will be absent or tardy. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201, *et seq.*; G.S. 115C-47(18), -288, -307; *North Carolina Public School Personnel Employee Salary and Benefits Manual (most current version)*, North Carolina Department of Public Instruction, Division of School Business, available at <https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/compensation-public-school-employees>

Cross References: Leave (policy 7510)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: April 8, 1999; December 11, 2003, April, 15, 2010, June 14, 2012, May 12, 2016

Although it is the board's desire for school employees' work to be performed at their regularly assigned place of work as a matter of course, the board recognizes that in certain limited circumstances it may be practical, efficient, or necessary to allow or require authorized employees of the school system to work from an alternative work location via electronic means ("Remote Work"). This policy outlines the circumstances under which remote work arrangements may be made.

A. DEFINITIONS

1. "Alternative Work Location" is defined as a worksite other than an employee's regularly assigned place of work.
2. "Eligible employee" is defined as an employee of the school system who has demonstrated satisfactory job performance, is in good standing, and can perform all of the employee's essential job duties at an alternative work location. In addition, to be an eligible employee, the employee must have an available and suitable designated workspace at the alternative work location and access to any computer and telecommunications equipment necessary for the completion of tasks.
3. "Remote work" is defined as the performance of the essential functions of an employee's job description at an alternative work location, typically the employee's residence, via electronic means in accordance with the employee's usual expected standards of performance and other approved or agreed-upon terms.
4. "Remote worker" is defined as an employee engaged in remote work on a temporary episodic or emergency basis.
5. "Remote work agreement" is defined as a written agreement that details the terms and conditions by which an employee is allowed to engage in remote work.

B. REMOTE WORK IN EMERGENCY SITUATIONS

When the superintendent or board determines that any employees cannot or should not work at their regularly assigned place of work as a result of natural disaster, inclement weather, public health emergency, or other situation that threatens the health and safety of employees, students, or the community, the superintendent or board may, consistent with state and federal law, permit or require individual employees or classes of employees to work remotely. Otherwise applicable remote work eligibility criteria will be

deemed waived to the extent necessary for such employees. In the event the superintendent permits or orders any employee(s) to work remotely pursuant to this section, the superintendent shall notify the board of the decision and supporting rationale as soon as practical and before announcing the decision to any employees or the public. The board reserves discretion to overrule or modify the superintendent's decision to permit or order any employee(s) to work remotely under this section.

If an employee's supervisor determines that the employee is unable to perform his or her essential job duties while working remotely, the employee may be required to take any available accrued leave, whether paid or unpaid, in accordance with policy 7510, Leave.

C. TEMPORARY EPISODIC REMOTE WORK ARRANGEMENTS

When deemed practical, efficient, or necessary, employees who are eligible under subsection A.2 may be approved to work via a remote work arrangement for limited time periods in accordance with the criteria established in Section D of this policy and other criteria consistent with this policy to be developed by the superintendent. Such criteria shall address suitability of job duties; cause; length, frequency, and/or calendar limitations; and other factors as determined by the superintendent and consistent with law. Approval of episodic remote work arrangements will be made on a non-precedential case-by-case basis and will be consistent with school system policies and procedures and state and federal law. Approval or denial of an episodic remote work arrangement will not be made on a preferential or discriminatory basis.

Principals have initial authority to allow an episodic remote work arrangement for eligible employees working at their schools. The superintendent or designee has initial authority to allow a remote work arrangement for any other eligible employee of the school system. A principal must inform the superintendent or designee any time the principal allows a remote work arrangement of more than two workdays. Any remote work arrangement for an employee that exceeds more than 20 workdays for a single episode or a cumulative total of 40 workdays in any 12 month period must be reported to the board. The superintendent or designee or board may terminate any remote work arrangement.

Teachers are only eligible to work remotely on optional or required teacher workdays, and only when the superintendent or designee designates the day as an eligible remote work day for teachers. Principals must still approve remote work when a teacher workday has been designated as remote work-eligible by the superintendent or designee.

D. GENERAL CONDITIONS ON REMOTE WORK

1. Employees are prohibited from working remotely when they are identified as personnel whose physical presence at their regularly assigned place of work or at an alternate school system site is essential to the performance of their duties. In addition, no employee may work remotely on a full-time, permanent basis and no

employee is entitled to work remotely as a replacement for leave to accommodate family care arrangements, sick leave, Family and Medical Leave, or Worker's Compensation leave.

2. Remote work is not an entitlement and is offered to the employee at the sole discretion of the school system. No employee will be permitted to work remotely without first entering into a remote work agreement. Remote work arrangements are subject to termination at any time with reasonable notice given by the remote worker's supervisor.
3. Remote workers should obtain permission from their supervisor before removing school system equipment or supplies from the employee's regularly assigned place of work to use at an alternative work location. Remote workers are responsible for maintaining and protecting such school system equipment and returning it to the employee's regularly assigned place of work when the remote work period ends. Use of school system technological resources is governed by policy 3225/4312/7320, Technology Responsible Use. The school system may condition an employee's authorization to work remotely on the employee providing his or her own equipment if school system resources are not available for the employee to use.

All costs incurred by an employee to arrange an alternative work location and to work remotely are the employee's responsibility and will not be reimbursed unless otherwise required by law.

4. A remote worker's alternative work location must be safe, secure, and free of undue distractions. Although school officials will not conduct routine inspections of alternative work locations that are not owned or operated by the school system, the board reserves the right to inspect an employee's alternative work location when deemed necessary to ensure suitability and safety after giving the remote worker reasonable notice.
5. Work-related injuries that occur in the alternative work location must be reported to the remote worker's supervisor.
6. Remote workers shall be accessible by phone and email during work hours. In addition, attendance at the employee's regularly assigned place of work for on-site meetings, conferences, training sessions, and other school business activities may be required on scheduled Remote work days. Transportation for such attendance is the remote worker's responsibility.
7. Remote workers must adhere to the same policies and procedures established for all school system employees. A remote worker's performance will be monitored

and assessed in the same manner as employees working from their regularly assigned place of work.

8. Remote workers must not deviate from the work schedule that would be expected of them at their regularly assigned place of work (including working hours, lunch breaks, etc.) unless specifically authorized to do so by their supervisor. Non-exempt employees under the Fair Labor Standards Act are not permitted to work off-the-clock while working remotely and will not be permitted to work overtime absent authorization from the employee's supervisor.

E. EMPLOYEES WITH DISABILITIES

This policy does not apply to remote work as an Americans with Disabilities Act (ADA) accommodation. If remote work is considered a reasonable accommodation pursuant to the ADA, the school system and employee will follow the school system's ADA process with respect to such accommodation. In addition, employees with disabilities who are required or permitted to work remotely by the superintendent or board will be provided reasonable accommodations as necessary to fulfill their job duties while working remotely.

This policy and any eligibility criteria or procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to work remotely or to be assigned to a job position that is suitable for remote work.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (1720/4015/7225), Nondiscrimination on the Basis of Disabilities (1730/4022/7231), Confidential Information (2125/7315), Technology Responsible Use (3225/4312/7320), Use of Personal Technology to Conduct School Business (3228/7323), Use of Equipment, Materials, and Supplies (6520), Workday and Overtime (7500), Leave (7510), Permitted Salary Deductions for Absences and Discipline of Certain Exempt Employees (7560)

Adopted:

The board of education believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>.

In addition to applicable laws and regulations, this board policy applies to leave requests. The information in this policy is intended to supplement, not replace, the requirements of law and the State Board of Education. In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its leave practices be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policy are made.

The superintendent shall develop any necessary administrative procedures and make them available to employees upon request.

A. MINIMUM LEAVE TIME

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

C. SICK LEAVE

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness or injury. Employees who anticipate using sick leave for more than a single day must inform their

immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

D. PERSONAL LEAVE

Personal leave must be used in half or whole day units. Personal leave may be used only upon the authorization of the teacher's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

E. VACATION LEAVE

Vacation may be taken only upon the authorization of the employee's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees.

F. COMPENSATORY LEAVE

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) as described in policy 7500, Workday and Overtime. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible; however, the superintendent or designee may exempt certain employees or categories of employees from this requirement when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

G. LEAVE TO TEACH AT A CHARTER, REGIONAL, OR LAB SCHOOL

Leave of absence to teach for one year at a charter, regional, or lab school will be granted to a teacher upon timely written request to the board. The request must be provided at least 45 days before the teacher would otherwise have to report for duty if it is the initial year of the charter/regional/lab school's operation and at least 90 days if it is after the charter/regional/lab school's initial year of operation. The teacher may return to work in the school system in accordance with the provisions of applicable state law.

F. LEAVE OF ABSENCE WITHOUT PAY

An employee, who wishes to take leave that is not eligible for any other specific type of leave, may be granted a leave of absence without pay for a period of up to one calendar year at the discretion of the superintendent with approval from the board.

The employee is expected first to consult with his or her immediate supervisor and then to provide advance written notice (60 days if possible) stating the beginning and ending dates of the desired leave of absence. The superintendent may request documentation from the employee in support of his or her request. In determining the length of the leave of absence without pay that will be approved, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

I. OTHER LEAVE

Other types of leave, such as leave for observance of a bona fide religious holiday, professional leave, community responsibility leave, leave for jury duty or court attendance, elected officials leave, parental involvement in schools leave, parental leave without pay, and military leave (see policy 7530, Military Leave), will be granted in accordance with the requirements of law and State Board of Education policy.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy_BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015, February 8, 2018

The purpose of voluntary shared leave is to enable employees to donate earned leave to a fellow employee who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in applicable state law.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the human resources office.

Legal References: G.S. 115C-12.2, -47, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -336; 16 N.C.A.C. 6C .0402; North Carolina Public Schools Benefits and Employment Policy Manual (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: June 14, 2012, February 12, 2015

The finance officer is authorized to make the following salary deductions in accordance with all applicable state and federal requirements:

1. federal income taxes;
2. state income taxes;
3. federal social security taxes;
4. North Carolina State Retirement contributions (required by G.S. 135-8);
5. court-ordered child support payments;
6. garnishments required by law;
7. health insurance premiums authorized by state law (authorized by G.S. 115C-340);
8. tax sheltered (deferred) annuities, 403(b) (authorized by G.S. 115C-341);
9. Supplemental Retirement Income Plan of North Carolina, NC 401(k), NC 457 (authorized by G.S. 135-93);
10. flexible benefits plan (authorized by G.S. 115C-341.1);
11. North Carolina State Employees Credit Union deductions (authorized by 115C-342);
12. group life insurance premiums (authorized by 115C-340, -342);
13. group dental insurance premiums (authorized by G.S. 115C-340, -342);
14. other deductions as may be approved by the board (additional possible deductions include dues for employees' associations or charities); and
15. deductions to recoup advancement of overpayment of wages.

The superintendent or designee shall make information available to all employees regarding possible payroll deductions and any procedures or requirements for particular types of

deductions. Any employee who would like the board to consider additional salary deductions should contact the superintendent or finance officer, who will review such requests and make recommendations to the board.

Legal References: G.S. 115C-339 to -343; 135-8; -93; 143B-426.40A(g), (i).

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: March 12, 2009, August 16, 2018

A. PROFESSIONAL EMPLOYEES

Professional employees who intend to resign for any reason are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school system is made. A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires 30 days' notice unless the superintendent consents to a shorter notice period.

If a teacher has not been recommended for dismissal but fails to meet the notice requirements and the superintendent does not consent to a waiver of notice, the superintendent shall inform the board and recommend to the board whether a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year. The superintendent shall place a copy of the request in the teacher's personnel file.

The superintendent must notify the State Board of Education if a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher gave adequate advance notice of resignation.

If a teacher who has been recommended for dismissal under the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education; and (4) the employee shall be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board of Education to determine whether to seek action against the employee's license.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for a teacher's resignation, the superintendent or designee shall indicate if the teacher's criminal history was relevant to the resignation.

B. CLASSIFIED EMPLOYEES

To help ensure the smooth operation of the schools, classified employees who plan to resign for any reason are encouraged to provide 30 days' notice whenever possible.

C. ALL EMPLOYEES

Resignations may be accepted, on behalf of the board, by the superintendent or designee.

Each employee who is leaving the school system may arrange to meet with any director, supervisor, or administrator to discuss his or her reasons for leaving and to identify any practices or policies that he or she feels are detrimental to the objectives of the school system. To the extent possible, statements made by employees will be confidential. However, should another North Carolina local school board, charter school, or regional school inquire as to the reason for any employee's resignation, the superintendent or designee must indicate if criminal history was relevant to the employee's resignation.

Legal References: G.S. 115C-47, -325(e), and -325(o) (applicable to career status teachers), -325.4 and -325.9 (applicable to non-career status employees), -322

Cross References: Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: September 9, 2010, February 12, 2015, February 8, 2018

**Asheboro City Schools
Personnel Transactions
September 10, 2020**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Johnson	Coby	LP	After School Program Assistant (part-time)	8/16/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Margaret	AHS	Testing Coordinator/Office Support	9/14/2020
Carroll	Joanne	BAL	Custodian (part-time)	8/18/2020
Davidson	Salem	AHS	Non-faculty Coach - Volleyball	9/1/2020
Jacob	Victor	AHS	Non-faculty Coach - Boys Soccer	9/1/2020

**Asheboro City Schools
Personnel Transactions - ADDENDUM
September 10, 2020**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bumpas	Linda	BAL	Instructional Assistant	9/30/2020
Wood	Kasey	NAMS	Assistant Principal	11/3/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Castillo	Evelyn	CO	Substitute; \$85 per day	9/11/2020
Freeman	Tiffany	AHS	Custodian	9/28/2020
Mayo	Dawn	CO	Substitute; \$85 per day	9/11/2020
Underwood	William	CO	Maintenance (temporary; part-time)	9/14/2020

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Silva	Pricila	DLL	Custodian to Head Custodian	8/26/2020
Justice	Kenneth	DLL/SAMS to DLL	Custodian	8/26/2020
Weaver	Dennis	DLL to DLL/SAMS	Head Custodian to Custodian	8/26/2020



A learning community of excellence!

Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

After completing the proper paperwork requirements and successful site inspections by Asheboro City Schools Support Services, it is recommend the Asheboro City Board of Education approve the following charter bus companies for use in the 2020-2021 school year:

Sunway Charters
Trolley Inc.
3636 North Glenn Av
Winston-Salem, NC 27105

Holiday Tours Inc.
10367 Randleman Rd
Randleman, NC 27317

Approved:

Board Chair, signature

Date

Early Childhood Development Center

2020-2021 Continuous Improvement

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Staff Approval

Date of Secret Ballot
Results For

Results Against

Signature

Approved by Superintendent of Schools: 3/24/20

28

Signature

Date

Approved by Board of Education:

Date

Signature

Date

<p>Our School's Vision</p>	<p>The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become lifelong learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.</p>
<p>Our School's Mission</p>	<p>The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.</p>
<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"> • Every individual is a person of value and deserves to be treated with respect and dignity. • The family is the child's first and most important teacher. • Positive early interactions between home and school help develop a meaningful relationship between parents and professionals. • Children learn through active exploration of their environment. • Positive interactions with adults and peers support children's development and learning. • An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ☐ XPersonalized education
- ☐ Excellent Educators
- ☐ Up-to-date systems
- ☐ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Goal 2 Objective 4: Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.

Current Level of Performance:

Each school year we are serving more Autistic students in our classrooms. We served 1 autistic student in 2017-18, 6 autistic students in 2018-19, and we have 10 autistic students enrolled during the 2019-2020 school year. 10% of our classrooms are currently equipped to support students with autism.

Annual Goal 1:

Increase the number of classrooms and teachers equipped to provide best practices, strategies and resources to support and enhance the learning of students with Autism. We will increase to 50% of our classrooms being equipped to support our autistic students.

Implementation Summary -

1. Three preschool classroom teachers will attend Foundations of Autism training provided by NCDPI.
2. The teachers who have attended the Foundations of Autism will implement the strategies in their classrooms and provide professional development during 3 monthly staff meetings to the whole staff beginning in February. This training has been postponed until Spring of 2021 .
3. The EC teacher and Preschool Coordinator will attend the 39th UNC TEACCH Autism Program Conference, which focuses on early learning strategies.
4. The staff that attends the TEACCH Autism conference will provide professional development at the November staff meeting.
5. All classrooms will implement work tasks with specific students to meet their individual needs as specified on their IEP's.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Holly White Tracy Little Joy Ivan Kimberly Borden Amy Slate MariBeth Phillips	<ol style="list-style-type: none"> TEACCH conference Autism Foundations training Planning meetings, Staff Meetings 	<ol style="list-style-type: none"> Holly White, Tracy Little Preschool Teachers Joy Ivan, Kimberly Borden, and Amy Slate 	<ol style="list-style-type: none"> PD certificates As evidenced by Lesson Plans Minutes from staff meetings 	Staff meetings the third Tuesday of each month Conference documentation	Each month 2019-2020 October 2019 February 2020 May 2020 Weekly lesson plans
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals

- ✓ Prepared for further education, work, and citizenship.
- ☐ Personalized education
- ☐ Excellent Educators
- ☐ Up-to-date systems
- ☐ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Goal 2 Objective 3: Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.

Current Level of Performance:

75% of students showed growth during the 18-19 school year on Teaching Strategies Gold science standards.

Annual Goal 2: Science

Provide high quality science instruction based on Teaching Strategies Gold science standards. 85% of students will demonstrate 2 levels of growth as measured on the Teaching Strategies Gold Assessment.

Implementation Summary - Science

1. Classroom teachers will partner with the Pollenation Station program from the NC Zoo. This will be continued during the 20-21 school year.
2. Each classroom will receive instruction throughout the year from the NC Zoo educator consisting of Pollination talk, flower games, planting, and follow-up planting in the spring.
3. Classroom teachers will Intentionally plan and implement at least multiple life cycle studies throughout the year, including but not limited too, butterflies, ladybugs, chicks, pumpkins, apples, frogs. We were not able to complete this last year, we plan to continue this year.
4. Classroom teachers will collect data on each life cycle study. .
5. Teachers will conduct progress monitoring by writing observation notes and collecting samples of student work to support and drive instruction.

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
Holly White Shari Funkhouser Joy Ivan Kimberly Borden Amy Slate Erica Rosencrans Marie Peele Amber Watts Venise Lawrence-Smith	TS Gold NC Zoo Educator Lesson Plans Professional development will be provided to support teachers in their approach to Science instruction.	Preschool teachers Holly White	Lesson plans Walkthroughs Assessment data Check sheets	Leadership Team meets the first Thursday of each month On-going data collection and review will take place at each leadership team meeting. November Data check point March Data check point	
Reflections on Progress/Outcomes:			Notes and Coaching:		

ACS Strategic Plan Goals

- ☐ Prepared for further education, work, and citizenship.
- ✓ Personalized education
- ☐ Excellent Educators
- ☐ Up-to-date systems
- ☐ Healthy, safe and responsible

Strategic Plan Objective(s):

- ★ Goal 2 Objective 5: Cultivate partnerships with families and the community, so that student learning experiences are enhanced.

Current Level of Performance:

Parent Involvement: 75%
(based on Parent Night sign-in sheets)

Annual Goal 3: Family Engagement

Increase parent involvement from 75% to 80% at 4 family literacy activities/family nights/Virtual events.

Implementation Summary - Family Engagement

All ECDC staff members will promote family engagement.

1. All staff will continue to implement Karen Mapps model of linking family engagement to learning.
2. Staff will conduct in person, individual orientation for each family prior to the beginning of the school year.
3. Each teacher will conduct parent/student data talks in every classroom, in November, March and June
4. Each teacher will use SeeSaw to communicate with each family digitally as well as Google Classroom

Implementation		Monitoring			Completion
Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Date
1. Each classroom teacher 2. Each classroom teacher 3. Each classroom teacher	1. Staff development about the Mapps model 2. Information about each family 3. Planning and determining the protocol for these meetings	1. Holly White 2. Preschool teachers 3. Holly White 4. Preschool teachers	1. Sign in sheets from staff meetings , 2. Orientation logs 3. Class schedule 4. Sign-in sheets	Oct 25 (first meeting)	
Reflections on Progress/Outcomes:			Notes and Coaching:		

PBIS School Action Plan			
Task	Who	When	Completion Date
Social Emotional Foundations for Early Learners (SEFEL) leadership team schedules monthly meetings, maintains a Social Emotional Foundations for Early Learners (SEFEL) notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	3rd Thursday of the month	
Completion of annual School-Wide Social Emotional Foundations for Early Learners (SEFEL) Implementation Plan	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	Completed in August	
Social Emotional Foundations for Early Learners (SEFEL) Professional Learning Community meetings	All preschool staff	Meets monthly	
ECDC will maintain fidelity of Social Emotional Foundations for Early Learners (SEFEL) in 3 classroom while also increasing by 2 additional classes reach fidelity.	All preschool staff	Throughout year	

Compliance Statements		
Healthy Active Children Policy	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Teachers use other positive behavior supports to achieve desired school norms. Social Emotional Foundations for Early Learners (SEFEL) strategies (an early childhood positive behavior support program) are used.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Every classroom has a daily scheduled hour of gross motor time outside or in the multi-purpose room in inclement weather.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge of Allegiance is recited daily in individual classrooms.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The United States flag is raised each day on the flag pole. There is a United States flag in each classroom.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Teachers have coverage during student nap time where they can take their duty free lunch.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Teachers have duty free planning time when children are napping and after students leave at 2:30.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.

Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

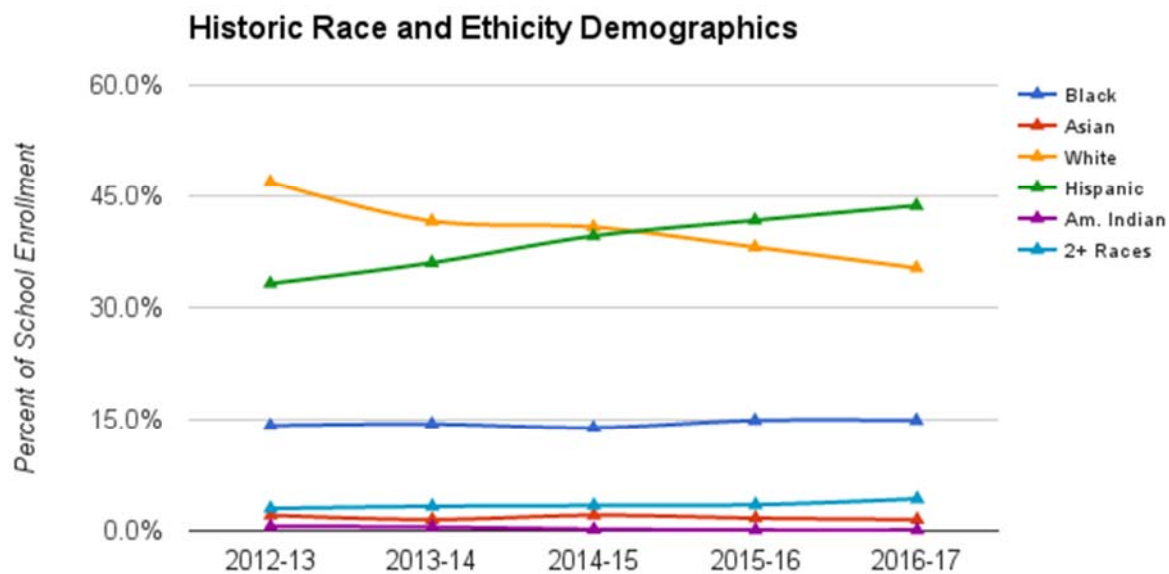
Name	Signature	Role
Shari Funkhouser		Preschool Teacher
Holly White		Preschool Coordinator
Amber Watts		Preschool Teacher
Kimberly Borden		Preschool Teacher
Joy Ivan		Preschool Teacher
Stacy Causey		Instructional Assistant
Amy Slate		Preschool Teacher
Venise Lawrence-Smith		Preschool Teacher
Marie Peele		Preschool Teacher
MariBeth Phillips		Preschool Teacher
Tracy Little		Preschool Teacher

Appendix 1: Current State of the School

The Early Childhood Development Center (ECDC) School Improvement Team has carefully examined the data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2019--2020 school year along with our intervention plan (which follows) for 2019--2020.

1. ECDC successfully completed re-accreditation with our NAEYC Accreditation during the 2018-19 school year. Our program received exemplary scores on the NAEYC program review.
2. The school attendance average continues to be a focus for ECDC. The attendance rate during the 18-19 school year was 86%.
3. ECDC provided one open house and 4 parent nights during 2018-19 school year. We had 75% average attendance at these meetings.

Appendix 2: School Profile



Historical Ethnicity Information (% of population on 20 th day)	2012-13	2013-14	2014-15	2015-16	2016-17
Black	17	10	14	18	19
Asian	1	2	1	0	0
White	24	23	22	23	34
Hispanic	47	52	56	49	56
American Indian	0	0	1	0	0
2+ Races	10	12	6	9	9
Total Population	78	134	131	136	120

Historical Population (% of Population)	2011-12	2012-13	2013-14	2014-15	2016-17
Even Start	3	0	0	0	0
Smart Start	18	18	18	9	9
Title 1	16	16	16	0	0
Developmental Day	29	29	29	29	29
NCPK	43	43	97	97	101
Exceptional Children	29	29	29	29	29
Free Lunch	93	93		109	
Reduced Lunch	13	12		17	

Student Attendance Data	2011-12	2012-13	2013-14	2014-15	2015-16
Average Daily Attendance	91	92	90.5	90	91

Staffing Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Teachers "highly qualified" (classes taught)	6	8	7	7	7
Teachers with advanced degrees	3	3	3	2	2
Teachers with NBPTS Certification	1	1	1	1	2
Teacher Turnover Rate	0	2	1	1	1

Appendix 3: Student Data						
Parent Meeting Attendance	2013-2014		2014-2015		2015-2016	
	Attendees	Percentage	Attendees	Percentage	Attendees	Percentage
August	49	61%	117	76%	123	90%
November	41	51%	104	68%	63	47%
February	52	61%	48	35%	54	40%
May	35	41%	67	44%		
June	67	78%	125	82%	121	89%

	Dial 4 Data				
	Area Scores	3 Year Olds		4 Year Olds	
		Pre-Screening %	Post-Screening %	Pre-Screening %	Post-Screening %
2015-16	Motor	12.3	29.3	15.8	26.3
	Concepts	14.1	24.1	13.3	24.6
	Language	9.6	29	11.2	23.9
	TOTAL	19	43	20	39
2014-15	Motor	29.50	44.26	34.62	56.47
	Concepts	18.45	35.11	25.93	44.11
	Language	15.95	27.74	27.37	43.97
	TOTAL	14.73	37.86	26.36	50.67

Teaching Strategies GOLD								
3 Year Old Students								
Year	Measure	Number of Children	# Children Below FALL	# Children Below SPRING	# Children Above/Meeting Annual Growth	Average Annual Growth	Expected Growth Range	Type of Growth
2015-16	Social-Emotional	9	5	1	8 (88%)	11	6 – 23	Meeting
	Physical	9	4	2	7 (78%)	5	2 – 12	Meeting
	Language	9	6	2	7 (78%)	8	4 – 18	Meeting
	Cognitive	9	2	1	8 (88%)	9	6 - 23	Meeting
	Literacy	9	5	3	6 (67%)	12	8 – 28	Meeting
	Mathematics	9	7	2	7 (78%)	8	5 – 17	Meeting
2014-15	Social-Emotional	10	6	4	8 (80%)	10.5	6 – 23	Meeting
	Physical	10	5	3	9 (90%)	6.5	2 – 12	Meeting
	Language	10	7	4	7 (70%)	8.3	4 – 18	Meeting
	Cognitive	10	7	3	7 (70%)	13.2	6 - 23	Meeting
	Literacy	7	5	2	5 (71%)	22	8 – 28	Meeting
	Mathematics	10	7	3	6 (60%)	8.4	5 – 17	Meeting
4 Year Old Students								
2015-16	Social-Emotional	121	42	8	113 (93%)	15.6	6 – 24	Meeting
	Physical	121	24	5	116 (96%)	5.1	2 – 12	Meeting
	Language	122	37	5	117 (96%)	13.9	5 - 19	Meeting
	Cognitive	122	41	8	114 (93%)	17.9	7 – 25	Meeting
	Literacy	106	35	9	97 (92%)	24.4	11 – 35	Meeting
	Mathematics	106	32	16	90(85%)	14.2	6 – 20	Meeting
2014-15	Social-Emotional	86	30	4	81 (94%)	15.4	6 – 24	Meeting
	Physical	87	24	5	86 (99%)	6.9	2 – 12	Meeting
	Language	85	27	8	77 (91%)	11.6	5 - 19	Meeting
	Cognitive	87	36	8	75 (86%)	16.6	7 – 25	Meeting
	Literacy	57	21	2	53 (93%)	26.3	11 – 35	Meeting

	Mathematics	69	49	9	66 (96%)	13.4	6 – 20	Meeting
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Enrollment by Age			
Year	Age	Day 20	Day 160
2015-2016	3 Year Olds	23	25
	4 Year Olds	119	114
2016-2017	3 Year Olds		
	4 Year Olds		

GOAL 1: During the 2019-2021 school years, every student will be able to express relevant real-world applications of what they are learning 80% of the time as evidenced by data collected on walkthroughs and weekly assignments.

Student Success Indicator: A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

Target date for Implementation: 08/24/2021

Definition of Successful Implementation:

Every grade and subject will have standards-aligned units of instruction accessible by all stakeholders. The units will include pacing guides, curriculum maps, formative assessments, and summative assessments that include initiatives, such as Writing Across the Curriculum.

Current Actions:	Assigned to:	Target Date:
Trainings will be provided for teachers on media and technology resources.	L. Holland	1/20/2021
Trainings will be provided for teachers on AIG resources.	B. Beckwith	1/20/2021
Faculty will attend professional development revolving around real-world, relevant applications for their instruction.	S.B. Robbins	Completed 1/21/2020
Benchmark data will be disaggregated by race and analyzed.	Department Chairs	1/20/2021
Subject areas will develop current pacing guides aligned with goal summaries and test specifications.	B. Beckwith	Completed 8/3/2020
Subject area teachers will develop curriculum maps inclusive of academic vocabulary, differentiation to ability level, aligned to standards and formative assessment.	B. Beckwith	6/07/2021
Students will complete an assignment of real world applications for their subject area weekly.	C. McGowan	6/07/2021
Classroom resources & assignments will be analyzed for racial biases.	C. Jessup and Winsley	1/20/2021
Selected AHS staff members will provide professional development of teachers' skills teaching writing and create a comprehensive school plan for how each department will implement writing instruction.	J. Faircloth	6/10/2021
Up to date learning targets will be posted by 100% of teachers as	B. Beckwith	6/07/2021

monitored by the walkthrough instrument.		
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GOAL 2: By the end of the 2020-21 school year, all students at Asheboro High School will establish a positive relationship with at least one adult at school as measured on the end of year survey.

Student Success Indicator: A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

Target date for Implementation: 06/07/2021

Definition of Successful Implementation:

Each student will feel his/her emotional needs are well supported daily at Asheboro High School and will be able to communicate what the support looks like via a student survey administered near the end of the 2019/20 school year. Teachers will also be better equipped to identify students in need. PBIS implementation and data tracking will support students in making positive decisions through coaching as well clear and consistent expectations throughout the building. Behavior intervention plans will assist in preventing large scale discipline issues.

Current Actions:	Assigned to:	Target Date:
The Information Hub will include links to Tiered Resources.	P. Crooks	01/20/2021
Trainings will be provided for teachers on PBIS resources.	G. Higgs	01/20/2021
Trainings will be provided for teachers on Crisis Response/ACEs resources and services provided by the school social workers and the community.	G. Higgs	01/20/2021
Trainings will be provided for teachers on health resources provided by school nurses.	M. Baird	1/20/2021
Faculty of Asheboro High School will utilize Blue Comet Time to build relationships with students.	Penny Crooks	1/20/2021
It is recommended that faculty of Asheboro High School will attend one extra-curricular event each semester.	O. George	6/05/2021
Students will be surveyed multiple times through the year to identify which students have created positive relationships with an adult at AHS.	L. Holland	06/07/2021
The administration will compile a list of students in need of a	J. Jessup	6/07/2021

mentor (at risk for behavior, attendance, or academic issues). These mentors will be assigned a student, and they will touch base with these students throughout the year to encourage a positive change in their education.

GOAL 3: By June 2021, all students will be guided to the appropriate support structures in place at Asheboro High School in order to improve student access to appropriate socio-emotional, academic, and behavioral support structures as evidenced in data obtained through MTSS Process.

Student Success Indicator: A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

Target date for Implementation: 06/07/2021

Definition of Successful Implementation:

A clearly communicated and understood set of procedures will be in place for all teachers to identify and respond to the needs of struggling students academically, socially, emotionally, behaviorally, and in attendance.

Current Actions:	Assigned to:	Target Date:
Staff will develop and implement an intervention protocol for teachers to use to document and refer Tier 3 struggling students to the SIT team.	B. Beckwith	12/05/2021
Staff will develop a time during the school day for tier 2 and tier 3 interventions to take place.	P. Crooks	1/20/2021
Teachers will analyze common formative data around enduring standards. If 80% of the class has not mastered standards, teacher will reteach.	Department Chairs	6/05/2021
Subject area teachers will develop curriculum maps aligned with pacing guides and reflective of NCSCOS standards in defining core.	Department Chairs	6/05/2021
Students that transition to tier 2 intervention based on data from common formative assessments on enduring standards will receive tier 2 strategies.	B. Beckwith	6/05/2021
Trainings will be provided for teachers on EC resources and	A. Lowe	1/20/2021

referral procedures.		
Trainings will be provided for teachers on EL resources and referral procedures.	M. Edwards	1/20/2021
Trainings will be provided for teachers on MTSS resources.	B. Beckwith	Completed 3/20/2020

GOAL 4: 100% of teachers will integrate an online Learning Management System and Digital Learning tools to facilitate remote learning.

Student Success Indicator: A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

Target date for Implementation: 06/07/2021

Definition of Successful Implementation:

Every grade and subject will have standards-aligned units of instruction accessible by all stakeholders. The units will include pacing guides, Curriculum Maps, formative assessments, and summative assessments that include district initiatives, such as Writing Across the Curriculum.

Current Actions:	Assigned to:	Target Date:
PD around Digital Learning tools	B. Beckwith	1/20/2021
Trainings will be provided for teaches on Media and Technology resources	L. Holland	1/20/2021
PD will be provided for Canvas and Google Classroom	B. Beckwith	1/20/2021

GOAL 1:

Increase overall reading proficiency by 5.8 percentage points and overall math proficiency by 5.3 percentage points while also increasing overall proficiency for the Black student subgroup by 7.9 percentage points and overall proficiency for English Language Learners by 5.1 percentage points.

Student Success Indicator:

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: 1/13/2021

Definition of Successful Implementation:

At full implementation, teachers will continue to administer regular formative assessments and screenings to assess student needs, but staff will also have the resources, time, and personnel to deliver meaningful interventions on a consistent and frequent basis to ensure students' needs are being fully addressed.

Current Actions:	Assigned to:	Target Date:
ESL teachers will provide ongoing training for all teachers in the use of Elevation to strengthen and increase the use of best practices in all content areas for EL students.	Elizabeth White Adriana Paschal	1/13/2021
Teachers will utilize data from aimswebPlus to progress monitor students, identify specific needs for students, and to develop and deliver interventions.	Lori Columbia	1/13/2021
During NAMS Academy targeted EC students will receive an intervention of direct instruction utilizing Corrective Reading materials delivered by their EC teacher.	Leslie McKinnon	1/13/2021
NAMS Academy will utilize a thirty-minute enrichment/remediation block following lunch to address individual student needs with specific focuses on utilizing best practices for EL and EC students.	NAMS School Administration	1/13/2021
Title I funds will be used to employ additional staff to provide interventions for targeted students based on data.	NAMS School Administration	1/13/2021

GOAL 2:

NAMS will increase extended learning opportunities for students by at least 10% and track the number of students attending and taking advantage of the extended learning opportunities; increasing attendance at these activities by 10%.

Student Success Indicator:

The school provides extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).

Target date for Implementation: 1/13/2021

Definition of Successful Implementation:

Students will have a variety of opportunities for extended learning outside the classroom and regular school calendar. Every student at NAMS will be offered an opportunity to participate in an activity or program which enriches his or her educational experiences and provides the opportunity for growth, both academically and emotionally.

Current Actions:	Assigned to:	Target Date:
Utilize already established programs/organizations such as Mustache Fraternity, Lipstick Sorority, FFA, Science Olympiad, STEAM, Battle of the Books, Wolf Gang, Debate, School of Rock, and Gamers' Club to supplement academic support received during NAMS Academy.	Clyde Ward	1/13/2021
Parents will be encouraged to participate in PBIS celebrations and other activities during the school day.	Clyde Ward	1/13/2021
Mr. Hopkins and Ms. Longerbeam will implement and develop the NAMS School of Rock initiative.	Steven Hopkins	1/13/2021
8th-grade students will participate in pathways activities sponsored by the CTE department in order to have exposure to a variety of potential educational and career opportunities for their future.	Angie Berrier	1/13/2021

GOAL 3:

The instructional team will provide weekly feedback to teachers addressing specific research-based strategies to impact the achievement gap between black and white student groups.

Student Success Indicator:

The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation: 1/13/2021

Definition of Successful Implementation:

At full implementation, administrative walkthroughs will continue regularly throughout the entire school year. Feedback will be given in a streamlined, consistent manner which equips teachers to continually grow. The results of walk-throughs will be used to plan multiple PD opportunities during the year.

Current Actions:	Assigned to:	Target Date:
The North Asheboro Middle School Administration, Instructional, and Student Support Teams will provide Professional Development to help teachers understand unconscious bias by discussing implications in articles such as "Invisible Backpack." The NAMS Administration, Instructional, and Student Support Teams commit to having crucial conversations and listening when necessary to help any and all staff members provide an equitable learning environment for all students with particular emphasis on black students in order to eliminate the black/white achievement gap.	NAMS School Administration	1/13/2021
Continue and improve administrative walkthroughs by using a NAMS universal observation document and identifying trends in data to plan professional development, which is then emailed to the teacher. A Google Form provides immediate feedback to teachers and serves as a collection document for data that will help guide instruction and determine professional development needs.	NAMS School Administration	1/13/2021

GOAL 1: Increase Reading proficiency by at least 5 percentage points, Math proficiency by at least 6 percentage points, and Science proficiency by at least 5 percentage points as compared to 2019 performance results.

Key Indicator: A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

Target date for Implementation: 09/30/2021

Definition of Successful Implementation:

All teachers have a clear definition of core elements in instruction, curriculum, and environment. Teachers implement this into literacy, math, social-emotional, and behavioral instruction to meet the needs of all students. Professional development is ongoing as teachers and administrators continuously research to identify and implement the use of effective, evidence-based practices to increase student achievement for all students in all tiers.

Current Actions:	Assigned to:	Target Date:
School data, containing results from universal screeners, diagnostics, reading inventories, and state assessments will be collected and analyzed during Fall, Winter, and Spring assessment windows for CASA/school reflection and problem-solving throughout the school year.	Kerri Lamb/ Sean Carr	06/30/2021
The SAMS MTSS Team will utilize the definition for core instruction and a matrix outlining interventions for attendance, behavior, literacy (phonemic awareness, phonics, fluency, reading comprehension, vocabulary), and math (vocabulary, counting, algebraic operations, number and operations, measurements/data, geometry, and fractions).	Bridgette Kiser	08/31/2021
On a weekly basis, the SAMS Instructional team will monitor classroom planning and instruction, while providing feedback within 24 hours, using a revised walkthrough instrument with management, instruction, and equity elements.	Betsy Hammond	06/30/2021
Math teachers will utilize professional development from Dr. Jared Webb on the Launch-Explore-Discuss model of instruction that shifts the classroom to be learner-centric.	Ron Dixon	05/31/2021
Math teachers will use the ACS Curriculum Guides and Open Up resources for weekly lesson plans. Additional district professional development will be provided through 2020-2021 to support implementation of open up digital resources.	Callie Everett	06/09/2021
ELA teachers will use the ACS Curriculum Guides and SpringBoard	Megan Smith	06/09/2021

resources for weekly lesson plans. Additional district professional development will be provided through 2020-2021 to support implementation of open up digital resources.		
Science teachers will use the ACS Pacing Guides for weekly lesson plans. Eighth grade teachers will also use Curriculum Guides.	Janeth Ruiz	06/09/2021
The SAMS Intervention/Enrichment period will focus on literacy/math.	D.R. Cash	04/20/2021
Teachers will learn and implement instructional technology tools to help maximize student learning, assess student understandings, and provide formative feedback about students' understandings/standards mastery.	Julia Dawson	6/2/2021

GOAL 2: Reduce the annual rate of office discipline referrals by 20%, as compared to 2019-20 PBIS outcomes.

Student Success Indicator: A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Target date for Implementation: 06/09/2021

Definition of Successful Implementation:

All classroom teachers employ effective classroom management through explicit teaching, modeling, and reteaching of classroom and schoolwide expectations and procedures. SAMS uses annual data from the Facilitated Assessment of MTSS-School Level (FAM-S) to evaluate, reflect, and refine procedures.

Current Actions:	Assigned to:	Target Date:
Teachers will refer to PBISWorld.com for behavior intervention strategies for Tier 1 offenses and reteach expectations to students.	Susan Butler	02/28/2021
SAMS staff will implement the in-school suspension classroom guidebook with classroom procedures/expectations that include strategies to help with reteaching, self-regulating, and goal-setting to improve behavior and academic performance.	Adriane Clarett	10/25/2020
Teachers, the school social worker, and school counselor will model and provide guidance for students with Tier 2 offenses in small group or one-on-one settings to help students meet classroom and school expectations.	Lisa Cheek	06/09/2021
Tier 3 students will be assigned a staff or community mentor to focus on coping strategies, positive self-esteem, and to reinforce academic goals.	Lisa Cheek	06/09/2021
Students will participate in digital citizenship and netiquette during the first ten days of remote learning. School Improvement Team will include additional recommendations for Tier 1-3 interventions for remote learning.	Kelly Hagood	06/09/2021
Continued monthly focus on equity in staff meetings will increase teachers' collective cultural competency and teach about the uniqueness of our students in an effort to reduce the disproportionality in discipline referrals between black students and their peers.	D.R. Cash	6/2/2021
SAMS staff will participate in professional development regarding Restorative Practices to guide students through strengthening relationships with others as well as building social connections.	Carey Smith	6/2/2021

GOAL 3: Provide an equitable learning and work environment for all students, staff, and families.

Student Success Indicator: A4.22 All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)

Target date for Implementation: 08/31/2021

Definition of Successful Implementation:

Culturally relevant instructional materials are integrated in all school curriculums. Collaborative teams analyze and provide frequent feedback on classroom instructional curriculum and materials to promote student learning. Teachers use evidence-based practices when planning curriculum and instruction. Various student cultures are validated through the use of diverse instructional strategies.

Current Actions:	Assigned to:	Target Date:
SAMS staff will develop an equity-focused print and digital professional library for teachers to read and discuss at least once a month during CASAs, team meetings, and faculty meetings. Starting texts include: <i>The Guide for White Women Who Teach Black Boys</i> (Moore, Michael, & Penick-Parks). Digital articles from various journals will be housed in the SAMS Shared Team Drive. Discussions will be either online through Google Meets or in-person meetings.	Donna Hall	06/09/2021
Teachers will increase their pedagogical understanding on cultural relevance, cultural responsiveness, and cultural sensitivity through monthly professional learning opportunities provided by the school administration and leadership team.	Janneth Ruiz	06/02/2021
A revised walkthrough form will be developed by the instructional team. This form will include equity elements and allow the team to give feedback to teachers for growth and reflection in the area of equity within their classrooms.	Megan Smith	10/25/2020
SAMS will develop a school based equity team comprised of grade level, exploratory, and support staff representatives to inform staff about the district wide equity plan and implement equitable practices at SAMS.	Leslie Smith-Moore	06/02/2021

GOAL 1

Increase Reading proficiency from 38% to 45%.

Increase Math proficiency from 50% to 57%.

Increase Science proficiency from 58% to 80%.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

Target date for Implementation: 12/30/2020

Definition of Successful Implementation:

All students will have appropriate access and exposure to grade-level core instruction. Instructional units will be built on research-based best practice, and teachers will utilize vetted resources that have proven to increase student achievement. When fully met, this objective will be exemplified through well-planned lessons aligned to objectives, instruction with differentiation of core standards, and data that shows student growth and mastery of objectives.

Current Actions:	Assigned to:	Target Date:
Collaborative planning sessions structured weekly with a focus on all core content areas. Monday - Science/Social Studies, Tuesday - MTSS Data Discussions and Intervention Planning, Wednesday - Math, Thursday - English Language Arts. The results will yield consistency among the grade level with core standard-aligned lessons that are researched based and vetted for best instructional practices.	Chris Burian	12/30/2020
The staff will use Data Spreadsheets to track trends after each administered Common Formative Assessment This will lead instructional conversations to assist with the MTSS process. The rigor of the Common Assessments will be driven by core standards and grade level expectations. This will assist with our analysis of Tier 1 and the strength of Core Instruction for each grade level.	Chris Burian	12/30/2020
Administrators will provide weekly feedback on lesson plans while actively monitoring the use of vetted resources for core instruction that meets rigorous grade level standards and promotes best practice. Results will increase awareness and support for strengthening core instruction for Tier 1 of the MTSS process.	Lisa Hayes	12/30/2020

GOAL 2

Teachers will progress monitor 100% of Tier 2 and Tier 3 students on a weekly basis, track the effectiveness of interventions and monitor student rates of improvement.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

Target date for Implementation: 06/02/2020

Definition of Successful Implementation:

When fully implemented, teachers will have specific data on their students that dictates why instruction in their class is differentiated, and unfolding the way it is. The teachers will have data that stems from common assessment, universal screeners, and diagnostics that will reflect instructional decisions of grade - level core. Every student will have data that determines reading level, and diagnostics (if needed) based on skill deficits. Students will also be logged school-wide on common assessment forms with every common assessment that is aligned to objectives. Discussions will be held weekly around student achievement and next steps.

Current Actions:	Assigned to:	Target Date:
I-Ready will be administered as a school-wide universal screener and progress monitoring tool for Math and English Language Arts. Progress monitoring will occur with all low performing students in Tier 2 and Tier 3 of MTSS and students identified in the targeted subgroups (Students with Disabilities and Black).	Donna Cabiness	12/30/2020
Teachers will utilize Loflin Data Spreadsheets created for the 2020-2021 school year to identify students that are underperforming and at risk for not meeting grade level standards by the end of the year. Teachers will input data after each common assessment and state benchmark/screener to analyze multiple data points to ensure appropriate instructional adjustments are made at each tier of MTSS.	Sarah Moore	12/30/2020
Teachers will use research based interventions to provide support with Tier 2 and Tier 3 students. Interventions will be analyzed by the teacher and the MTSS team for effectiveness.	Sarah Moore	12/30/2020

GOAL 3

Teachers will hold parent conferences with 100% of students that are performing below grade level at least twice during the school year.

Student Success Indicator:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

Target date for Implementation: 06/02/2020

Definition of Successful Implementation:

Parents will know the expectations for students to reach mastery of standards. They will know what level their children are currently performing and the strategies to use with them at home. Parents will have opportunities to practice these strategies and will be able to track progress of their children at home. Teachers will communicate on a regular basis through parent/teacher conferences and phone calls to keep parents engaged with the academic needs of their child. Teachers will use multiple outlets of communication (phone calls, face-to-face conferences, home visits) to connect and inform parents of academic and behavior progress, specifically making connections with underperforming subgroups and students at risk for not meeting end of year grade level expectations. The results will yield increased academic growth and achievement as a school with an increased proficiency in our Consistently Underperforming subgroups (Students with Disabilities and Black Students).

Current Actions:	Assigned to:	Target Date:
Teachers will create a parent contact log for each student to track the connections made with families. Parent contact logs will reflect relationships built with low performing students and targeted subgroups (TSI - Students with Disabilities and Black Subgroup).	Lisa Hayes	12/30/2020
Teachers will conduct frequent parent-teacher conferences to address core academic and behavior concerns with parents. In addition to providing resources on how parents can help their child at home.	Lisa Hayes	12/30/2020
Parents will be informed and vital stakeholders in the MTSS process. Teachers will hold parent conferences to inform parents of interventions being provided for their child and the progress they are making throughout the year. (TSI - Targeted subgroup - Black students that are underperforming will be a top priority in seeking a team approach between home and school to support academic progress.)	Chris Burian	12/30/2020

All teachers will participate in a book study this year to support the opportunity gaps among our Students with Disabilities and Black Student Subgroups. The book, Start Where You Are But Don't Stay There by Richard Milner, prepares teachers for the racially diverse student populations in their classrooms and how to develop skills for successfully educating diverse student populations. The staff will collectively decide the top three strategies to implement as a school that will have the greatest impact on student achievement.	Lisa Hayes	12/30/2020
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GOAL 1: Guy B. Teachey Elementary will increase both Reading and Math End-of-Grade proficiency by at least 8% in each grade (3, 4, 5); Science proficiency by at least 5% in grade 5.

Key Indicators:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: 06/25/2021

Definition of Successful Implementation:

When fully implemented, all grade level teachers will:

- 1) Have a cohesive plan for how interventions will be executed during blended learning (remote and in-person).
- 2) Be familiar with iReady assessments and instruction in order to provide customized instruction for student needs.
- 3) Be proficient in analyzing student data to meet individual instructional needs

Current Actions:	Assigned to:	Target Date:
The MTSS team will develop a plan for how interventions will occur in both the remote and blended learning models (utilizing remote interventions with teachers/staff, personalized programs such as iReady).	Ann Evans	06/04/2021
A revised template for use in CASA meetings in order to more systematically review student data, that emphasizes next steps for intervention and instruction.	Sharon Andrews	06/04/2021
Teachers will receive training, resources and ongoing coaching to support implementation of "The Next Step Forward in Word Study and Phonics", in order to support and enhance reading, phonics and word study in both a remote and blended environment.	Jennifer Brumley	06/04/2021

GOAL 2: Guy B. Teachey Elementary will increase teacher capacity as evidenced by professional development surveys in which 80% of teachers indicate that professional development has improved classroom practice.

Key Indicators:

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation: 06/25/21

Definition of Successful Implementation:

The use of aggregated data, both performance data and classroom observation data will be utilized regularly (at least three times per year) in order to guide problem solving and decision making processes. Classroom observation data will be gathered through observations and walkthroughs. Overall school performance analysis will occur throughout the year, with school-wide data being reported out at least three times per year, at specific benchmark periods.

Current Actions:	Assigned to:	Target Date:
Student data from Check-Ins, iReady, Common Formative Assessments, etc. will be analyzed in CASAs throughout the year in order to determine where PD is needed.	Ann Evans	06/04/2021
School leadership, with the assistance of the Assistant Superintendent of Curriculum and Instruction, will determine and facilitate PD, focused on best instructional practices across subject areas for both instructional practices and remote/blended learning.	Ann Evans	06/04/2021
Teachers will have common planning time weekly in order to utilize new district resources (such as curriculum maps and remote teaching resources) in order to create aligned, engaging lessons for instruction.	Sharon Andrews	06/04/2021
The instructional facilitator will schedule personalized coaching sessions with each beginning teacher (BT) focused on planning, delivery of instruction and reflection in order to provide support and promote professional growth.	Sharon Andrews	06/04/2021
Teacher surveys regarding professional development feedback and needs will be administered quarterly.	Jonas Hancock	06/04/2021

GOAL 3: Guy B. Teachey Elementary will increase proficiency in the following subgroups:

- Increase overall proficiency of Black subgroup from 62.1% to 70%
- Increase overall proficiency of Students with Disabilities subgroup from 23.6% to 30%.

Key Indicators:

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation: 06/25/21

Definition of Successful Implementation:

The use of aggregated data, both performance data and classroom observation data will be utilized regularly (at least three times per year) in order to guide problem solving and decision making processes. Classroom observation data will be gathered through observations and walkthroughs. Overall school performance analysis will occur at (a minimum) three times per year (beginning, middle and end of year). Grade level performance will be analyzed at specific grade level benchmarks.

Current Actions:	Assigned to:	Target Date:
Data for our Exceptional Children subgroup and Black subgroups (specifically) will be analyzed quarterly to monitor growth and to determine progress, success of interventions, and make adjustments accordingly.	Jonas Hancock	06/25/2021
Documented supports will be in place for under-performing subgroups (Black, SWD) including: trusted adults who intentionally will be fostering relationships with students. This spreadsheet will ensure that we are attending to the individual and academic needs of each of these students and will be reviewed in an ongoing manner (progress monitoring, CASA) and will be shared with the leadership team quarterly.	Samantha Felice	06/25/2021
Students in under-performing subgroups (Black and Students with Disabilities) will be given priority in established interventions and/or tutoring in order to increase achievement.	Rhonda McHenry	06/04/2021
Guy B. Teachey Elementary staff members will participate in book study of <i>Start Where You Are, But Don't Stay There</i> by H. Richard Milner IV and accompanying equity professional development.	Ann Evans	06/04/2021
A school-wide equity team will be established in order to support the district's initiatives regarding equity and Board Policy 1705.	Rhonda McHenry	12/18/2020



Guy B. Teachey Elementary School

2020-2021 Continuous Improvement

Student Success Indicators

GOAL 1: To increase student achievement in reading and math proficiency across all grade levels by 10 percentage points.

Student Success Indicator A3.04

Unit pre-tests and post-tests results are reviewed by the instructional teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.

Target date for Implementation: 11/30/2020

Definition of Successful Implementation:

At full implementation, all teachers across all teams will use pre-test and post-test data to drive instructional decisions including how to differentiate the core, how to serve small groups, and what supports are needed for individual student plans. The added information about where students start and finish in their progress toward standard mastery will provide a platform for more purposeful collaboration, reflection, and sharing of strategies during grade level planning and CASA meetings. The data gathered from pre and post assessments will be vital for implementing MTSS to fidelity as it will allow for:

- 1) Improved core instruction based on students' current levels of performance around grade level standards.
- 2) Deeper analysis of the health of our core instruction based on not just proficiency, but student growth.
- 3) More informed decisions by the MTSS team about student movement between Tier 1, 2, and 3 by providing a more accurate picture of individual students' rates of progress across different standards.
- 4) Increased opportunities for enrichment focused on depth of knowledge of grade level standards.

Current Actions:	Assigned to:	Target Date:
Transfer pre and post assessments to Schoolnet or Google Forms for access during remote or blended learning.	Grade Level Teachers	11/2/2020
Each grade level team will meet weekly about pre and/or post-test data to determine next steps for instruction.	Caroline Rush	Ongoing implementation
Students will have ownership of their student data through the use of individual growth charts, data tracking sheets, and/or data notebooks based on the developmental appropriateness of each as well as efficacy of use during distance learning. Students will share this data at parent-teacher conferences and/or family engagement nights throughout the course of the year.	Samantha Casbarro	11/2/2020
Establish a process by which to check the fidelity of adherence to expectations for the use of pre and post-test data to support	School Admin Team	Fully Implemented

intervention and enrichment during the core support block.		
Teachers who attended Orton-Gillingham math training will share strategies that encourage a multi-sensory approach to learning math at monthly staff meetings and via video-taped lessons.	Katy Cook	Fully Implemented

GOAL 2: Greater than 50% of our Black student population will demonstrate grade-level proficiency in reading and math.

Student Success Indicator A4.01

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: 6/07/2021

Definition of Successful Implementation:

Teachers will be as adept at enrichment as they are at remediation by utilizing provided resources to deliver interventions. The use of support staff, instructional assistants, and school volunteers will all be used strategically to deliver evidenced-based interventions in a timely manner. Each grade level has a set intervention block when students are grouped homogeneously by standards in which they struggle. These groupings will always be flexible in nature and be facilitated using strategies that foster a growth mindset in every child. School administrators, teachers, and leadership teams will assess the health of the core by analyzing universal screening benchmark data as well as data from NC Check-ins. Teachers and administrators meet weekly during their Collaboration Around Student Achievement (CASA) meetings to look at student data. As a team, low-performing students are discussed and placed into small intervention groups. Students that are performing above grade level will receive acceleration from other teachers. We will be able to determine if students are challenged due to academics or other factors such as a learning disability or motivational reasons.

Current Actions:	Assigned to:	Target Date:
In order to meet the needs of our students who are below grade level, instructional support staff (EC, ESL, and Reading Specialists) and teacher leaders will model successful strategies for helping students access the core curriculum on-site and through virtual instruction. Strategies will include those from ExCELL and the Academic Tool Kit strategies and will be housed in the Lindley Park shared drive.	Heather Neal	Ongoing implementation
Professional development will be provided to all certified teachers by the EC team, administrative team, and/or outside contractors on best practices for serving both our EC and Black student populations as they represent the subgroups with our most significant achievement gaps.	Nikki Domally	12/11/2020

All teachers will receive training on digital tools that can be used for differentiating whole group instruction and personalizing learning experiences for individual students.	Kathy Malpass	10/1/2020
All teachers will implement daily number talks in grades K-5 and examples of number talks will be maintained in a video catalog for reflection and professional development purposes.	Mallory Nye	Ongoing Implementation
All certified staff will participate in a book study on Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms by Dr. Richard Milner in order to equip staff members with insights and skills to effectively teach our diverse school populations.	Stacy Dillion	12/11/2020

GOAL 3: To provide enrichment for high achieving students in grades K-5 to support their continued growth and acceleration as evidenced by growth on EVAAS and progression on Istation and AIMSweb benchmark assessments.

Student Success Indicators A3.04 & A3.09

Unit pre-tests and post-tests results are reviewed by the instructional teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.

All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.

Target date for Implementation: 11/30/2020

Definition of Successful Implementation:

A3.04: A formative assessment will continue to be used as a tool to help make instructional adjustments in real time. In order to see more purposeful differentiation, we will [\(see above\)](#)

A3.09: At full implementation, all teachers across all teams will use pre and post test data to drive instructional decisions including how to differentiate the core... [\(see above\)](#)

Current Actions:	Assigned to:	Target Date:
To increase opportunities for critical thinking for all students, students in grades K-3 will engage with lessons from the Primary Education Thinking Skills resource at least twice per month that require them to use convergent/divergent analysis and spatial reasoning.	Classroom Teachers	06/07/2021
Our school's AIG specialist will provide resources, lesson plan modifications, and specific strategies for use during core support at quarterly PD for grades K-5.	Tara Taylor	06/08/2020
Each grade level team will meet weekly about pre and/or post-test data to determine next steps for instruction.	Caroline Rush	Ongoing Implementation
Students will have ownership of their student data through the use of individual growth charts, data tracking sheets, and/or data notebooks based on the developmental appropriateness of each as well as efficacy of use during distance learning. Students will share this data at parent-teacher conferences and/or family engagement nights throughout the course of the year.	Samantha Casbarro	11/02/2020



Lindley Park Elementary School

2020-2021 Continuous Improvement

Student Success Indicators

Balfour Elementary School

2020-2021 Continuous Improvement and Title I Implementation Plan

Staff Approval

Date of Secret Ballot	Results For	Results Against
8/26/20 - 8/28/20	17	0

Principal Approval:

Signature Christy Lynn

Date 8/31/20

Superintendent Approval:

Signature _____

Date _____

School Board Approval:

Signature _____

Date _____

Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school.

Name	Signature	Role
Regina Roberson	Regina Roberson	Second Grade
Calin Price	Calin D. Price	Fifth Grade
Lauren Vickrey	Lauren Vickrey	Speech - Language Pathologist
Kristine Ridge	Kristine Ridge	4th grade teacher
Maxine S. Goldston	Maxine S. Goldston	K - teacher
Laura S. Johnson	Laura S. Johnson	IE
Brenda Clawson	Brenda Clawson	IA
Megan Lehman	Megan Lehman	Media Specialist
Michelle Race	Michelle Race	3rd Grade
Keisha Dawalt	Keisha Dawalt	AP
Jessie Walsh	Jessie Walsh	1st grade teacher

[illegible]

GOAL 1: By June 2021, through modification of instruction, curriculum and environment, 55% of students will be proficient in reading, 80% of students will be proficient in math, and 90% of students will be proficient in science as measured by the End of Grade Assessment (3-5).

Student Success Indicator:

A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

Target date for Implementation:

06/30/2021

Definition of Successful Implementation:

Grade level teams meet weekly to examine student data and develop and modify lesson plans based upon that data. EC and EL teams meet biweekly to track student progress. All certified staff submit lesson plans for feedback from the administrative team. Weekly CASA (Collaboration Around Student Achievement) meetings include discussions of specific students, their progress, and rate of improvement. When fully implemented this will continue to happen, and Data disaggregated by specific subgroups will be included in the CASA discussions and lesson planning and modification.

Current Actions:	Assigned to:	Target Date:
Race and related services (EC, EL) indicators will be added to the CASA spreadsheet.	Laura Johnson	10/31/2019
The proficiency and data trends of students with disabilities and African American students will be discussed during CASA meetings and instructional next steps identified.	Laura Johnson	10/31/2019
Teachers will participate in professional development related to the teaching of vocabulary in order to narrow the gap of background knowledge and academic language for our students.	Chris Tuft	10/31/2019
Classroom teachers will establish ISR (Independent Sustained Reading) conference notebooks to monitor conferencing with each student in his/her class.	Chris Tuft	10/31/2019
Classroom teachers will maintain data notebooks for students to track their data.	Laura Johnson	12/31/2019
Students, selected based upon CASA and NC Check-in data, will be invited to participate in an after school EOG tutoring program to prepare for End of Grade tests.	Keisha Dawalt	3/31/2021

GOAL 2: The achievement gap between black students and all students as measured by the Grade Level Proficient composite score for All Subjects will decrease by 5 points (8.1) and the achievement gap between students with disabilities and all students will decrease by 10 points (38.2).

Student Success Indicator:

A3.10: All teachers use assessment data and match instruction and supports to individual student needs.

Target date for Implementation:

06/30/2021

Definition of Successful Implementation:

Grade level teams meet weekly to examine student data and develop and modify lesson plans based upon that data. EC and EL teams meet biweekly to track student progress. All certified staff submit lesson plans for feedback from the administrative team. Weekly CASA (Collaboration Around Student Achievement) meetings include discussions of specific students, their progress, and rate of improvement. Data will be disaggregated by subgroup and discussion of data trends, targeted interventions, and next steps will be included in the discussions.

Current Actions:	Assigned to:	Target Date:
Race and related services (EC, EL) indicators will be added to the CASA spreadsheet.	Laura Johnson	10/31/2019
During discussion of proficiency and data trends in CASA meetings, the proficiency and data trends of students with disabilities and African American students will be discussed and noted on CASA meeting minutes.	Laura Johnson	10/31/2019
School Leadership Team will monitor CASA data and decide upon relevant professional development based upon data trends.	Chris Tuft	12/31/2019
Certified staff will participate in a study of the book <u>Start Where You Are, But Don't Stay There</u> by H. Richard Milner IV	Keisha Dawalt	6/5/2021
Teachers will utilize strategies from <u>Start Where You Are, But Don't Stay There</u> in their classrooms based upon data gathered and discussed in CASA meetings.	Chris Tuft	6/5/2021

GOAL 3: By June 2021, behavior referrals for physical aggression will decrease schoolwide by 10% (50).

Student Success Indicator:

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Target date for Implementation: 06/30/2021

Definition of Successful Implementation:

A school-wide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Student social and emotional well-being is discussed in CASA meetings and referrals are made to the PBIS team and school counselor, if appropriate. Students participate in biweekly Guidance classes led by the school counselor that address emotional wellness, and are tied to needs established in CASA. The school counselor meets with students individually and in small groups as needed.

Current Actions:	Assigned to:	Target Date:
The master schedule will be adjusted so that all classes have time in the morning for a morning meeting to address social and emotional learning.	Chris Tuft	10/31/2019
All homeroom teachers will teach a series of Social/Emotional Learning lessons provided by the district during their morning meeting times.	John Beard	10/31/2020
The guidance class schedule will be adjusted so that the counselor sees each classroom every other week and has more time to meet with students individually and in small groups.	Chris Tuft	10/31/2019
An online form for counseling and PBIS referrals will be created and shared with all staff.	John Beard	10/31/2019

GOAL 1 Black student proficiency will increase from 27.4% to 34%. Overall LEP student proficiency will increase from 34.3% to 42%. Overall students with disabilities proficiency will increase from 14.1% to 20%. (by 06/30/2020)

Student Success Indicator:

A2.16: Units of instruction and activities are aligned with AIG goals, ELL students progress, IEP goals and objectives for all students.

Target date for Implementation: 06/30/2021

Definition of Successful Implementation:

Ongoing collaboration between classroom teachers and academic specialists (EC, AIG, EL) will occur using a backwards design approach that provides a variety of activities designed to meet individual student needs within a learning unit. Overall black student proficiency will increase from 27.4% to 40%. Overall LEP student proficiency will increase from 34.3% to 50%. Overall students with disabilities proficiency will increase from 14.1% to 25% by 06/30/2021.

Current Actions:	Assigned to:	Target Date:
Fifth grade teachers and EL teachers will use vocabulary strategies from One Stop Word Shop daily during science instruction to reinforce science vocabulary.	Kristin Richardson	06/04/2021
All black students will be involved in a mentoring program to reinforce student learning goals and other needs as appropriate. During virtual instruction, students will have an additional person assigned to them should they need support.	Julie Brady	06/04/2021
Every third through fifth grade black student will be invited to an after school club and/or tutoring group based on student need and interest.	Steve Watson	06/11/2021

GOAL 2: Decrease student office referrals by ten percent each quarter based on the previous quarter's discipline data

Student Success Indicator:

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Target date for Implementation: 06/20/2021

Definition of Successful Implementation:

All teachers will employ effective classroom practices. These routines and practices will be taught and reinforced quarterly. Students will be able to recite the school-wide expectations and/or Mustang Pledge when asked. Office Discipline Referrals will decrease by 10% each quarter based on the previous quarter's discipline data. Teachers will consistently hold students accountable for following school-wide expectations and recognize positive choices. There will be a plan in place for students who need tier 2 and tier 3 interventions.

Current Actions:	Assigned to:	Target Date:
Communicate regularly with parents how horsepower tickets are earned and when their students are recognized. During virtual instruction, morning announcements will celebrate students.	Julie Brady	12/25/2020
The administration will recognize the Mustangs of the Month with a monthly celebration.	Graham Groseclose	12/25/2020

GOAL 3: Grade Level Teams will review core assessment data at least twice per quarter and make adjustments to core and intervention instruction.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: 06/20/2020

Definition of Successful Implementation:

Teachers will use assessment data to determine content (standards and skills) to be taught during the core instruction block. Teachers will utilize core assessment data to create small group learning plans as needed. Teachers will utilize small group assessment data to create individual learning plans as needed. Students will be progress monitored to determine next steps for students. These plans will be an active part of the everyday lesson planning process--a fluid and living document to guide daily instruction.

Current Actions:	Assigned to:	Target Date:
The school MTSS team will provide training for all staff members about MTSS.	Brianne Crotts	12/25/2020
The school MTSS team will lead data discussions for the school improvement team members focusing on successful instructional strategies. The team members are responsible for sharing this information with their teams.	Emily Bradshaw	06/05/2021
Teachers will track student data to determine next steps for core and intervention instruction.	Emily Bradshaw	06/04/2021

2020-2021

DATE		MEETING	TIME	LOCATION
Thursay	September 10	AHS Ribbon Cutting	5:30 p.m.	AHS
Thursday	September 10	Board of Education Meeting	7:30 p.m.	PDC
Thursday	September 10	District 5 Virtual Meeting	3:00 p.m.	Virtual
Thursday	October 8	Board of Education Meeting	7:30 p.m.	PDC
NOVEMBER				
Thursday	November 12	Board of Education	7:30 p.m.	PDC
